

DOCUMENT RESUME

ED 183 788

CE 024 319

TITLE Handbook for Vocational Education for the Handicapped.

INSTITUTION Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.

SPONS AGENCY Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE Jul 78

NOTE 163p.

AVAILABLE FROM Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 (\$5.50).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Advisory Committees; Budgets; Career Education; Classroom Environment; Counseling; *Disabilities; Educational Facilities; Guidelines; Mainstreaming; Program Descriptions; *Program Development; Public Relations; Safety; Secondary Education; Student Organizations; Teaching Guides; *Vocational Education

IDENTIFIERS Texas

ABSTRACT

This four-part handbook is designed to aid teachers in planning, conducting, and evaluating vocational education programs for the handicapped (VEH). The handbook is based on identified competencies needed by VEH teachers in any area of vocational education. Part 1, on the operation of the program, includes chapters on laws pertaining to the handicapped; vocational education for the handicapped program; teacher responsibilities; facilities and equipment; students; and budget, records, and report. The section on instruction and management of the program includes chapters on managing the behavior of VEH students, classroom instruction and management, laboratory instruction and management, and safety. Part 3 aids the teacher in interpreting the program through the advisory council and public relations. The fourth part, which deals with working effectively with students, includes counseling and guidance, orientation to the world of work, and vocational youth organizations. Ways to work with handicapped students who are mainstreamed into regular vocational education classes are also included. (LRA)

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HANDBOOK
FOR
VOCATIONAL EDUCATION FOR THE HANDICAPPED

Materials Developed and Distributed by

Home Economics Instructional Materials Center
Texas Tech University
Box 4067
Lubbock, Texas 79409

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Texas Tech University
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Department of
Home Economics Education
Lubbock, Texas

In cooperation with

Texas Education Agency
Department of Occupational
Education and Technology
Austin, Texas

CE 024319

First Printing
July, 1978

PREFACE

Recent federal legislation has placed greater emphasis on insuring the right of handicapped persons to a free and equal education than ever before. The legislation pertains to civil rights in education, vocational preparation, and job placement and promotion. Specifically, the laws provide a basis for the development of educational programs for the handicapped.

The Vocational Education for the Handicapped (VEH) program is one means available for providing vocational education for students with special needs. The VEH program is designed to provide vocational education preparing students for gainful employment and to provide students with a vocational curriculum that departs from traditional content and methods. The program is intended for students with exceptional handicaps who cannot succeed in regular vocational programs. Only students eligible for special education are eligible for Vocational Education for the Handicapped.

The program has the following purposes:

- 1) To provide students with vocational education preparing them for gainful employment in jobs requiring entry-level knowledge and skills.
- 2) To provide students with a vocational curriculum that departs from traditional content and methods of teaching at a level where students can succeed.

This Handbook is designed especially for teachers of Vocational Education for the Handicapped (VEH) programs in Texas. VEH programs are offered in all vocational education program areas: agriculture, distributive education, health occupations, home economics, industrial arts, industrial education, and office education. Because of the commonalities of these programs, the Handbook provides information regarding the Vocational Education for the Handicapped program which is applicable to all types of programs.

The Handbook is based on identified competencies needed by VEH teachers in any area of vocational education. A list of these competencies is included in the Handbook.

The reference was developed in four parts--Operation of Program, Instruction and Management of Program, Interpretation of Program, and Working with Students.

Part one, pertaining to the operation of the program, includes chapters on laws pertaining to the handicapped; vocational education for the handicapped program; teacher responsibilities; facilities and equipment; students; and budget, records, and reports.

The section on instruction and management of the program includes chapters on managing the behavior of VEH students; classroom instruction and management; laboratory instruction and management; and safety.

Part three aids the teacher in interpreting the program through the advisory council and public relations.

The fourth part which deals with working effectively with students includes counseling and guidance, orientation to the world of work, and vocational youth organizations. Ways to work with handicapped students who are mainstreamed into regular vocational education classes are also included.

Although the Handbook's primary use will be by teachers in planning, conducting, and evaluating VEH programs, several other uses are anticipated. Curriculum developers can use the handbook as a basis for developing curriculum and instructional materials for handicapped students in any vocational education program area. The handbook should be useful in planning and conducting training workshops for VEH teachers. The materials should be valuable in the pre-service training of vocational education teachers. The reference should also be useful in interpreting the program to administrators, other teachers and school personnel, the community, parents, students, and legislators.

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TERMS RELATED TO VOCATIONAL EDUCATION FOR THE HANDICAPPED

Admission, Review, and Dismissal Committee (ARD) - Group, composed of the campus principal, local vocational administrator or vocational supervisor, local special education director, student's vocational teacher, special education teacher, vocational counselor, student's parent, and a pupil appraisal person, whose responsibilities include:

- a. Determining that a handicapping condition has been established by the qualified professional and that the child's educational needs are such that special education intervention is appropriate.
- b. Screening each handicapped student for the purpose of determining whether the student can benefit from instruction in occupational programs.
- c. Recommending the handicapped student for assignment, continuation in, or dismissal from a regular occupational program.
- d. Developing programs to fit the needs of individual students and to provide necessary instruction and related services to help them to succeed in these individualized programs.

Advisory Council - Group of persons from the community and school who serve the VEH program in an advisory capacity.

Aide - A paraprofessional whose function is to assist the VEH teacher in conducting a VEH program.

Approvable Programs - Occupational areas approved by Texas Education Agency for VEH programs.

Behavior Modification - The application of techniques designed to correct unacceptable behavior.

Class Instruction - Individual and group classroom instruction in orientation to the world of work and preparation for a specific occupational area.

Competency(s) - Knowledge, skills, affective behavior and/or judgement which the teacher should demonstrate at a predetermined proficiency level.

Handicapped Student - Student evaluated (in accordance with regulations that insure appropriate student placement) as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped or as having specific learning disabilities, who because of these impairments needs special education and related services.

Impairment - a term used synonymously with handicap.

Individualized Education Program (IEP) - A written plan for a specific handicapped student's education developed cooperatively for each handicapped student by the special education supervisor and/or the campus administrator; special and vocational education teachers involved in the child's educational placement; the diagnostician or other assessment professional; at least one of the child's parents; the child, if appropriate; and other individuals, at the discretion of the parents or the school.

Individualized Instruction - A flexible program of instruction including a variety of materials, procedures, and techniques designed to meet specific needs of each student.

Instructional Codes - Numbers for identification of occupational areas.

Laboratory - A facility for observation and skill-building in an occupational area.

Mainstreaming - The term currently used in references to the practice of providing programs for identified special needs students within regular classes, when appropriate, along with special education support services. This supports the concept of student placement in the "least restrictive environment."

Objectives - The expected measurable behavior that should result from successful completion of designated learning experiences.

Occupational Areas - Employment areas related to Agriculture Education, Distributive Education, Health Occupations Education, Homemaking Education, Industrial Arts, Industrial Education, and Office Education.

Occupational Education - Training for employment.

Occupational Safety and Health Act (OSHA) - Law passed in 1970 that requires safe and healthful working conditions for employees.

Permanent Record - Forms for maintaining information on students for a period of five years after graduation for evaluation of the program.

Public Law 93-112, Section 504 - Named the Rehabilitation Act of 1973, is considered the basic civil rights legislation for handicapped people.

Public Law 94-142, Part B - Named the Education for All Handicapped Children Act of 1975, assures funds for the provision of an appropriate free education for all handicapped youth.

Public Law 94-482 - Named the Vocational Education Act of 1963 as amended by the Education Amendments of 1976, provides set-aside funds and matching state and local funds for the vocational education of handicapped youth.

Task - Performances required in a particular job or job cluster.

Task Analysis - The procedure of breaking a task into small sequential steps for the purpose of instructing VEH students.

Teacher - Person who directs classroom instruction and coordinates laboratory activities of students in VEH program.

Vocational-Adjustment Coordinator (VAC) - The person who assumes the responsibility for the student's work placement and adjustment when the student exits the laboratory program.

Vocational Education for the Handicapped (VEH) - Vocational programs which provide both occupational instruction and special education and related services.

Vocational Youth Organization - National leadership associations for students in vocational education programs which function as integral parts of these programs.

PART ONE
OPERATION OF PROGRAM

CHAPTER I

FEDERAL LAWS CONCERNING VOCATIONAL EDUCATION FOR THE HANDICAPPED

In recent years, federal legislation has been passed that helps insure the rights of handicapped individuals. This legislation pertains to civil rights in education, vocational preparation, and job placement and promotion. These laws provide a basis for the development of educational programs for the handicapped.

A basic understanding of the laws pertaining to the handicapped is beneficial to the Vocational Education for the Handicapped teacher. Not only will this knowledge equip the VEH teacher to communicate better with others concerning the laws, but it will also assist teachers in structuring programs that meet the purposes of the laws. This section includes a brief overview of the major legislation effecting Vocational Education for the Handicapped. The three laws are the Rehabilitation Act of 1973 (P.L. 93-112); the Education of the Handicapped Act, Part B, amended in Education for All Handicapped Children Act of 1975 (P.L. 94-142); and the Vocational Act of 1963 amended in Education Amendments of 1976 (P.L. 94-482).

This section is intended only to provide a simplified overview of the major legislation influencing vocational education for the handicapped. For specific details and exact wording of the laws, refer to copies of the original documents. These laws are printed in the Federal Register (FR) and following compilation, they are printed in the Code of Federal Regulations (CFR). These two government documents can be purchased from the United States Government Printing Office, or they can be requested from your Representative, Senator, or major library.

The Rehabilitation Act of 1973 (P.L. 93-112)/Section 504

This law is generally considered to be the civil rights guarantee for handicapped people. The section of this law that most concerns educators is Section 504. Basically, Section 504 says that any program or activity receiving federal assistance may not discriminate on the basis of mental or physical handicaps. The regulations forbid discrimination of any nature, whether intentional or unintentional. They also stipulate that affirmative action be taken to assure equal opportunities for handicapped persons.

To insure compliance with and to provide assistance in implementing recent civil rights legislation, additional personnel will be employed by the Office of Civil Rights. This action implies basically two points. First, that federally assisted programs will be under close scrutiny for compliance with civil rights laws and secondly, that assistance for programs attempting to comply with the laws will be more readily available.

Section 504 of this law contains seven subparts. These subparts and the general area that each covers is listed on the following page.

Subpart A--General Provisions

Covers purpose; application; definitions; discrimination practices that must be avoided; assurances of compliance that are required; remedial and voluntary action procedures and self evaluation procedures; designation of responsible employee and adoption of grievance procedures; notification procedures; administrative requirements for small recipients, and effect of state or local law or other requirements and effort of employment opportunities.

Subpart B--Employment Practices

Covers discrimination practices to be avoided; reasonable accommodations to be made; employment criteria which may be utilized; and preemployment inquiries that are allowable.

Subpart C--Program Accessibility

Subpart D--Preschool, Elementary, and Secondary Education

Subpart E--Postsecondary Education

Subpart F--Health, Welfare, and Social Services

Subpart G--Procedures

The most important difference in Section 504 of P.L. 93-112 and P.L. 94-142 is in the definition of handicapped. The Section 504 definition is much broader in scope than the P.L. 94-142 definition. The reason this difference is important is that under the Section 504 definition more people would qualify for special education services.

The Education of the Handicapped Act/Part B Handicapped Children Act of 1975 (P.L. 94-142)

The Education of the Handicapped Act (EHA) was adopted in 1970 to better meet the educational needs of handicapped individuals. However, this Act also fell short of meeting these needs. As a result, Congress passed amendments in 1974 to allow time for development of a comprehensive educational plan for the handicapped. Ultimately the Education for All Handicapped Children Act of 1975 (P.L. 94-142) was developed to provide benefits and insure rights for handicapped youth. The major emphasis in the amending process was on Part B. The focus for the section below is primarily on Part B.

This law concerns educational services provided for handicapped individuals from birth to twenty-one years. The regulations have four major purposes which are as follows:

- 1) Assure that all handicapped children have available to them a free appropriate public education.
- 2) Protect the rights of handicapped children and their parents.

- 3) Assist states and local areas in providing education for all handicapped children.
- 4) Assess and insure the effectiveness of efforts to educate handicapped children.

The area most applicable to vocational teachers is the part concerning federal assistance to states for educating handicapped children. The regulations that apply to this area are separated into seven subparts:

Subpart A--General

Includes purposes, definitions, general provisions, and how this applies to states and local areas. Also information on other related aspects.

Subpart B--State Annual Program Plans and Local Application

Includes information on local education agency (LEA) responsibilities and procedures concerning excess costs.

Subpart C--Services

Describes the actual services the local education agency (LEA) must deliver such as "Individualized Educational Program" (IEP).

Subpart D--Private Schools

Subpart E--Procedural Safeguards

Covers several important areas: providing the least restrictive environment, keeping information confidential, offering protection in evaluation of students, and guaranteeing accurate placement of students and procedures for redress in case of problems.

Subpart F--State Administration

Covers general responsibilities for State Education Agency, how funds may be used, and establishment of a State Advisory Panel.

Subpart G--Allocation of Funds; Reports

This legislation carries a major impact for vocational education of handicapped students. States are charged not only with the responsibility of providing appropriate equal educational opportunities for handicapped students, but also with supplying proof of how this is to be accomplished. This proof entitles states to apply for federal assistance in providing the educational opportunities for handicapped students.

The Vocational Education Act of 1963/Amended in Education Amendments of 1976
(P.L. 94-482)

The Vocational Education Act (P.L. 94-482) must be considered in conjunction with P.L. 93-112 (Section 504), P.L. 94-142, and other federal regulations if the overall impact of the legislation is to be fully understood. Direct reference is made in P.L. 94-482 to the other regulations. The basic importance

of P.L. 94-482 is that it assures 10% of funds be set aside for vocational education of the handicapped. It also requires state and local support through 50% matching of state and local funds. This increases significantly the money available for vocational education of the handicapped. The federal and matching state and local funds may only be used for the extra costs of educating a handicapped student.

This legislation specifies that regular vocational education programs be fully available to handicapped students. It also requires assurance that procedural safeguards and guarantees from P.L. 94-142 as regulated in the state plan for education of the handicapped are met. This should increase the coordination of efforts between vocational and special educators.

This legislation is divided into parts and subparts as outlined below:

Part A--State Vocational Education Programs

Subpart 1--General Provisions and State Administration

- a. State Administration
- b. State Advisory Council on Vocational Education
- c. Local Advisory Council
- d. The State Paperwork
- e. The General Application
- f. The Five-Year State Plan
- g. The Fiscal Requirements
- h. The State Annual Program Plan
- i. The Accountability and Evaluation Reports

Subpart 2--Basic Grant

- a. Vocational Education Programs
- b. Energy Education Curriculums
- c. Financial Support for Vocational Education Students
- d. Informed Choice and Placement Programs
- e. Support Services for Women, Parents, and Homemakers
- f. Construction of School Facilities

Subpart 3--Program Improvement and Supportive Services

- a. Program Improvement
- b. Vocational Guidance and Counseling
- c. Vocational Education Personnel Training
- d. Grants to Overcome Sex Bias and Sex Stereotyping

Subpart 4--Special Programs for the Disadvantaged

Subpart 5--Consumer and Homemaking Education

Part B--Commissioner's Discretionary Programs of Vocational Education

Subpart 1--Program Improvement

Subpart 2--Indian Tribes

Subpart 3--Training and Development Programs for Vocational Education Personnel

Subpart 4--Emergency Assistance for Remodeling and Renovating of Vocational Education Facilities

Subpart 5--Bilingual Vocational Education

This law combined with other recent legislation affecting vocational education of the handicapped provides a groundwork for the establishment of strong vocational education of the handicapped programs.

The chart, Figure 1, on page 10, shows a comparison of some basic points of the three laws.

These laws provide the basis for some major changes in providing equal educational opportunities for handicapped students. The responsibility for compliance with these laws rests with local, state, and federal government agencies. Close supervision from regulating agencies will require strict adherence to the provisions outlined in the laws. The allotment of federal money for programs will depend directly on the proof of compliance given by each state and local government. As these laws are interpreted and implemented at the local levels, teachers will begin to share in the responsibility for adherence to the regulations. By developing an understanding of the basic nature of these laws and their implications, teachers can more effectly comply with them. Actually, the final responsibility for achieving the purposes for which the laws were developed rests on each teacher of a handicapped student.

FIGURE 1

COMPARISON OF FEDERAL LAWS CONCERNING VOCATIONAL EDUCATION FOR THE HANDICAPPED

POINTS:	REHABILITATION ACT OF 1973 P.L. 93-112, SECT. 504	EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975 P.L. 94-142	VOCATIONAL EDUCATION ACT OF 1963/EDUCATION AMENDMENTS P.L. 94-482
Purpose	Prohibit discrimination on the basis of handicaps in all Federally financed programs and activities.	Provide necessary funding for public schools to insure a free and appropriate education for all handicapped youth from birth to age 21.	Assure set-aside funds for vocational education for the handicapped. Also requires 50% matching of local and state funds.
Definition	States a broader definition of handicapped than P.L. 94-142. Includes some individuals not covered under P.L. 94-142 definition.	States specific definition of handicapped and enumerates criteria for classifying handicaps.	Concurs with P.L. 94-142 definition of handicapped.
Administration	Department of Health, Education, and Welfare. (Office of Civil Rights)	U.S. Office of Education, Department of Health, Education, and Welfare. (Bureau of Education for the Handicapped)	U.S. Office of Education, Department of Health, Education, and Welfare. (Bureau of Occupational and Adult Education)
Advisory Groups	Requirements: No mention of establishment of Advisory Group except that handicapped individual cannot be denied opportunity to be on advisory or planning board.	Requirements: State Advisory Panel (on the education of the handicapped)	Requirements: State Board for Vocational Education; State Advisory Council on Vocational Education; Local Advisory Council

FIGURE 1 (CONT.)

POINTS:	P.L. 93-112, SECT. 504	P.L. 94-142	P.L. 94-482
Funding	Two major implications for funding: . Educational agencies are required to furnish the same benefits and resources for handicapped as for non-handicapped students. . Use of funds should be so directed as to provide for participation of handicapped students in regular vocational education programs with supplementary aide and services.	The same two major implications for funding apply to this law.	The same two major implications for funding apply to this law.
Procedural Safeguards	The following provisions are given: . Identify annually eligible handicapped persons not receiving a free appropriate public education . Place in least restrictive environment . Include in extracurricular activities such as clubs, P.E. . Ensure comparable facilities, etc. for handicapped . Use appropriate evaluative techniques and qualified people when planning handicapped student's placement	The following provisions are given: . Guarantee of due process procedures . Development of individual educational programs . Placement in least restrictive environments . Use of nondiscriminatory testing and evaluation procedures . Maintenance of confidentiality of information	The following provisions are given: . Requires states to show written proof of consistency of Five-year and Annual Program Plan with state plan for education of handicapped. (Assures compliance with procedural safeguards of P.L. 94-142) . Continues set-aside funds for programs for handicapped and requires allotment of 50% matching state and local funds.

FIGURE 1 (CONT.)

POINTS:	P.L. 93-112, SECT. 504	P.L. 94-142	P.L. 94-482
Individualized Education Program (I.E.P.)	. Use specified safeguards to insure rights of handicapped. . Provide non-discriminatory guidance, counseling, and placement. Educational services for handicapped students must meet their individual needs as effectively as the needs of non-handicapped students are met.	State Education Agency must insure development and implementation of I.E.P. for every handicapped student.	Vocational program for each handicapped student must conform to student's I.E.P.
12 Educational Placement	Handicapped students must be: . Educated with nonhandicapped to maximum extent possible. . Removed from regular class environment only when achievement in regular class with use of support aids is not feasible.	Handicapped students must be placed in regular educational environment unless evidence can be given that even with support aids this situation will not be satisfactory.	Handicapped students must be prepared for jobs in the "least restrictive environment." Vocational programs must conform to student's I.E.P.

CHAPTER II

VOCATIONAL EDUCATION FOR THE HANDICAPPED PROGRAMS

The Vocational Education for the Handicapped (VEH) program is designed to prepare students for gainful employment through a vocational curriculum that departs from traditional content and methods. The program is intended for students with exceptional handicaps who cannot succeed in regular vocational programs. Only students eligible for special education are eligible for Vocational Education for the Handicapped. Assignment of students to the vocational program is made by recommendation of the local Admission, Review, and Dismissal Committee.

The program includes vocational instruction that will enable students to become gainfully employable. It is taught in a laboratory which simulates related business or industrial establishments. The program may be offered at the middle, junior high, or senior high school level.

The program is designed for the following purposes:

- 1) To provide students with vocational education preparing them for gainful employment in jobs requiring entry-level knowledge and skills.
- 2) To provide students with a vocational curriculum which in contrast to traditional content and methods of teaching works at a level where VEH students can succeed.

The Vocational Education for the Handicapped program may be characterized as follows:

- 1) Emphasis is placed on the development of attitudes, behavior, and skills necessary to secure and hold a job.
- 2) Curriculum is based on a job analysis of specific occupations and on the abilities of VEH students.
- 3) Acceptance of a student into the program is based on recommendation of the Admission, Review, and Dismissal Committee.
- 4) Programs are established when evidence shows need for trained personnel in specific occupations or clusters of occupations.
- 5) Services of the Vocational Adjustment Coordinator and Vocational Rehabilitation Counselor are provided for students.
- 6) Advisory councils help to determine current job opportunities and to advise and evaluate the specific emphasis of the gainful employment program.
- 7) Evaluation is in terms of performance and ability to secure and hold jobs.

Approvable Programs

Vocational Education for the Handicapped programs are designed to provide technical instruction and practical experience for handicapped students preparing to enter employment in occupations requiring knowledge and skills in vocational education program areas. The following programs are presently approvable for VEH programs:

Agriculture Education

Farm and Ranch Maintenance Cluster
General Horticulture Cluster

Distributive Education

Health Occupations Education

Homemaking Education

Home and Community Services
Food Service
Clothing Service

Industrial Arts Education¹

Office Education

Industrial Education

Bricklaying VEH
Building Maintenance VEH
Electrician's Helper VEH
General Construction VEH
General Mechanical VEH
House Painting VEH
Laundry Service VEH
Plastic Extrusion VEH
Service Station Attendant VEH
Small Engine Repair VEH

Need Determination

Factors to be considered when determining the need for Vocational Education for the Handicapped program in a community include:

- 1) Needs for handicapped students for occupational education.
- 2) Need of school to include occupational education for handicapped students in curriculum offerings.
- 3) Need of community or area for trained personnel in jobs for which handicapped students can be trained.
- 4) Employment opportunities for the handicapped in occupational areas for which training may be offered.

¹Handicapped students are mainstreamed into the regular industrial arts class at the middle, junior, and senior high school. Two handicapped students per class are recommended.

- 5) Willingness of community members to support the Vocational Education for the Handicapped program.
- 6) Skill level of performance necessary for the jobs available.
- 7) Training presently available.

If the school can provide the space and equipment needed to carry out a successful VEH program, students can benefit greatly from the training provided. The laboratory situation permits simulation of actual job situations in a more controlled atmosphere than do cooperative education programs. The teacher personally directs students' skill training, helps the student relate techniques and procedures to a variety of employment situations, and provides instruction at a more appropriate level and pace than might otherwise be possible. For these reasons, a VEH program may be a valuable addition to the occupational offerings of a school.

Revenue Sources

The local school system must provide financial support for the Vocational Education for the Handicapped program. The school administration should set aside adequate funds each year for the purchase of supplies and instructional materials. The state provides \$400 per vocational unit for supplies and materials. The local budget for supplies and instructional materials must be sufficient to meet the needs of the program. A minimum of \$15 per student will be provided by the school for the operation of the Vocational Education for the Handicapped program for the first year. For each succeeding year of the program, \$10 per student will be provided by the school for operation purposes.

Local funds may be used to purchase:

- 1) Available courses of study in occupational areas.
- 2) Books and other reference materials in the occupational areas in which students are training.

Class Size and Schedule

Laboratory classes should not exceed a maximum of 10 students per class. Small classes enable the teacher to individualize instruction for each VEH student. Students enrolled in the VEH program should receive classroom instruction and laboratory experiences for two consecutive periods five days a week. All VEH courses must operate for three consecutive quarters.

When more than one class of Vocational Education for the Handicapped is offered in a single occupational area or cluster, students should be scheduled in a beginning or advanced class according to their previous enrollment in the Vocational Education for the Handicapped program.

CHAPTER III

TEACHER RESPONSIBILITIES

The success of the VEH program is dependent on the quality of personnel employed to conduct the program. Well-trained and dedicated personnel are essential to assure high standards of quality for the program. The term "personnel" actually encompasses all persons involved in the planning, operation, and evaluation of the Vocational Education for the Handicapped program. The necessary personnel includes administrators, counselors, supervisors, social workers, academic teachers, and special education teachers as well as the VEH teacher and aide.

The VEH Teacher

Because the VEH teacher is directly involved with the students in the program on a daily basis, it is essential that the teacher be qualified to teach Vocational Education for the Handicapped. It is also necessary that the teacher be fully aware of responsibilities involved in operating the program.

Qualifications

Qualifications required of a teacher of Vocational Education for the Handicapped vary somewhat from one vocational program area to another. The vocational program area may require the teacher to have a baccalaureate degree from an institution approved for the preparation of vocational teachers in that program area and a valid Texas teacher's certificate. In other program areas, a person who is a high school or college graduate and who has experience in related business and industry may be employed to teach the VEH program. See the appropriate vocational education program standards for specific requirements of each vocational program area.

Certification

If the teacher meets the above requirements for teaching Vocational Education for the Handicapped in the specific vocational program area, an emergency teaching permit valid for one year will be issued pending completion of any additional requirements. Additional requirements for certification may include participation in a special Texas Education Agency-sponsored workshop or completion of specified teacher training courses. Upon completion of these requirements the teacher will be issued a permanent teaching endorsement for vocational education for the handicapped or a provisional certificate, as appropriate.

Regardless of the requirements for certification, specialized training or occupational experience related to the occupation for which training is being provided is valuable. Courses or experience in working with special education youth are also useful for the VEH teacher.

Responsibilities

The teacher of a Vocational Education for the Handicapped program is employed by the local public school to supervise and coordinate the classroom instruction and the laboratory experiences of the students. It is the teacher's duty to promote interest in the program, participate in the selection of students for training, develop and organize instructional materials, coordinate classroom and laboratory experiences of students, prepare reports, represent the school on special occasions related to vocational education, and keep permanent follow-up records on students.

A cooperative relationship with administrators, guidance personnel, special education teachers, vocational adjustment coordinators, and good personal relationships with other faculty members are also important. A positive attitude toward teaching employment skills to handicapped youth; an alertness to trends and advancements in the occupational area; an ability to communicate with students, faculty, administration, and community members; and a willingness to accept responsibility for follow-up of students are additional responsibilities for teachers of this program.

To successfully conduct the VEH program, the teacher must have the necessary competencies. Following is a list of the competencies required of the VEH teacher in most vocational program areas. They require:

- I. Ability to assume the professional role of a VEH teacher
 1. Demonstrate personal characteristics and adjustments conducive to working with handicapped students.
 2. Demonstrate a strong interest in handicapped youth.
 3. Develop appropriate attitudes and philosophies regarding the handicapped.
 4. Maintain ethical standards appropriate for working with handicapped students.
 5. Evaluate one's personal and professional abilities and limitations in working with the handicapped.
 6. Integrate vocational and special education skills.
 7. Develop a wide range of interests, hobbies, and friends outside the daily task of working with handicapped students.
- II. Ability to function as a professional team member in the education of handicapped youth
 1. Develop good working relations with other professionals, such as Vocational Adjustment Coordinator, special education teachers, academic teachers, social workers, and psychological personnel.
 2. Communicate effectively with other professionals to solve problems of the VEH student.

3. Work with other professionals to plan a program suited to the needs and abilities of VEH students.
4. Demonstrate knowledge of the functions of other professionals involved in the education and evaluation of VEH students.
5. Refer problems involving VEH students to the appropriate professional(s).
6. Develop an integrated program for each VEH student in cooperation with special education teachers and other school personnel.
7. Work effectively with an aide (if available) in conducting the VEH program.
8. Utilize the available supportive services and agencies of the community to solve problems of VEH students.
9. Assist parents of VEH students in obtaining information from clinics, organizations, and agencies within time available.
10. Utilize the provisions available for the handicapped under existing Federal, State, and local laws and regulations.
11. Determine the purposes, services, and locations of national organizations concerned with handicapped students.
12. Utilize the findings of research related to the handicapped to conduct the VEH program.
13. Utilize reference materials and professional literature on the education and care of the handicapped.
14. Develop skills in observing the VEH students and reporting these observations to other colleagues.
15. Interpret reports of other professionals.

III. Ability to develop an effective VEH program.

1. Establish an advisory council for the VEH program.
2. Utilize an advisory council in planning, conducting, and evaluating the VEH program.
3. Determine the availability of occupational opportunities for the handicapped in and around the community.
4. Analyze occupations with assistance of employers and labor representatives to determine their appropriateness for handicapped individuals.
5. Acquire information from the community regarding their expectations of the VEH program.

6. Consider existing employment laws in planning the VEH program.
 7. Select the occupations for which training is to be offered in the VEH program.
 8. Prepare the long-range program plan for the VEH program in cooperation with other professionals.
 9. Plan the VEH laboratory to simulate the occupational environment and to meet the needs of the handicapped students.
 10. Develop appropriate procedures for conducting the VEH program.
 11. Work toward resolving constraints to building an effective VEH program.
 12. Evaluate the VEH program in light of program purposes and objectives.
 13. Propose needed changes in the VEH program.
- IV. Ability to determine the potential of students selected to participate in the VEH program.
1. Participate in the committee selection of students to be enrolled in the VEH program.
 2. Determine similarities and differences existing between normal and special education students.
 3. Determine vocational problems arising from specific handicaps or combinations or handicaps.
 4. Determine specific needs of handicapped students.
 5. Identify the types of handicaps possessed by VEH students from information available.
 6. Assess the mental, emotional, social, and physical development of special education students with the assistance of other professionals.
 7. Determine the effects of physical and mental handicaps on personality development and social adjustment with the assistance of other professionals.
 8. Recognize possible effects of VEH students' background and environment on their social, educational, and emotional adjustments.
 9. Differentiate between normal and abnormal behavior of VEH students at various age levels.
 10. Identify special talents and interests of VEH students.
 11. Identify individual differences in VEH students.

12. Apply basic anatomy and physiology to problems of individual VEH students.
13. Assist individual VEH students in hygiene and care of special aids and devices, such as hearing aids.

V. Ability to manage the behavior of VEH students.

1. Record VEH students' behavior using various techniques.
2. Interpret the behavior of VEH students in terms of physical, psychological, and environmental factors.
3. Utilize appropriate techniques of preventive discipline in the VEH classroom and laboratory.
4. Implement acceptable standards of behavior consistently in the VEH classroom and laboratory.
5. Utilize behavior modification techniques in developing desired behavior in VEH students.
6. Assist VEH students in developing self-discipline.
7. Deal effectively with highly emotional situations involving VEH students.
8. Manage anti-social behavior of VEH students particularly when it is directed toward authority.
9. Utilize appropriate techniques for relieving tensions and promoting emotional stability of VEH students.

VI. Ability to plan instruction for VEH students.

1. Conduct a job analysis to determine competencies/tasks for employment needed by VEH students.
2. Develop behavioral or performance objectives appropriate for VEH students in the occupational area in which instruction is offered.
3. Apply the principles of learning to VEH students.
4. Develop a curriculum appropriate for the VEH program.
5. Develop a course of instruction by clustering and sequencing related tasks according to individual VEH students' interests, abilities, and needs.
6. Select, adapt, or develop instructional materials for use with students possessing various handicaps.
7. Develop instructional units revolving around job-specific concepts and skills and the needs and abilities of VEH students.

8. Correlate unit content with laboratory experiences.
9. Correlate evaluation with classroom instruction and laboratory experiences.
10. Analyze the specific tasks into component parts in order to meet the unique needs of the VEH student.
11. Develop daily plans according to needs of students with special learning difficulties.

VII. Ability to execute instruction of VEH students.

1. Develop an educational environment in which VEH students can learn occupational skills.
2. Use a variety of techniques, materials, and methods appropriate for presenting instructional content to VEH students.
3. Demonstrate appropriate teaching skills in presenting a lesson to VEH students.
4. Communicate effectively with VEH students using both written, verbal, and nonverbal techniques.
5. Manage learning environments for individual and small group work of VEH students.
6. Individualize instruction according to the needs and abilities of each VEH student.
7. Provide appropriately challenging experiences in which VEH students can be successful.
8. Encourage VEH students to attain standards necessary for employability.
9. Use remedial techniques to meet the needs of individual VEH students.
10. Use a broad range of community resources (people, places, things) in teaching VEH students.
11. Operate and use audiovisual aids appropriate for the handicaps of individual VEH students.
12. Demonstrate concepts, principles, and manipulative skills to VEH students.
13. Coordinate instruction in basic academic skills with occupational instruction as needed.
14. Evaluate the effectiveness of teaching techniques used in the VEH program.

VIII. Ability to manage the VEH laboratory.

1. Arrange laboratory work areas and storage space to simulate an occupational environment as nearly as possible.
2. Develop a procedure for acquiring the consumable supplies and materials needed in a VEH course.
3. Establish a plan for repairing and servicing tools and equipment in the VEH laboratory.
4. Arrange work schedules of VEH students for maximum utilization of laboratory equipment.
5. Develop student "check out" procedures for tools, supplies, and equipment used in the VEH laboratory.
6. Develop a plan for involving students in cleaning and maintaining the VEH laboratory and classroom.
7. Direct VEH students' laboratory experiences.
8. Provide for the safety of students in the VEH laboratory.
9. Provide for the first aid needs of VEH students.
10. Plan resources, procedures, and personnel to meet the first aid needs of VEH students in case an emergency occurs.
11. Assess VEH students' laboratory performance records to plan their future instruction.

IX. Ability to determine the educational needs and progress of VEH students.

1. Administer standardized group tests to VEH students under the direction of qualified personnel.
2. Use the interpreted results of standardized diagnostic tests given to VEH students.
3. Determine appropriate techniques for evaluating classroom and laboratory performance of students with specific handicaps.
4. Assess VEH students' classroom performance using appropriate evaluation techniques.
5. Evaluate the processes and products of VEH students' laboratory performance.
6. Maintain anecdotal records on VEH students.
7. Formulate a system of grading VEH students' class and laboratory performance consistent with school policy.

8. Develop accurate progress charts of individual VEH student's performance of tasks.
- X. Ability to provide personal and career guidance to VEH students and their parents.
1. Orient students and their parents to the VEH program.
 2. Assist in scheduling students for the VEH program and providing special assistance as needed.
 3. Relate the principles of mental health to VEH students.
 4. Counsel VEH students regarding their social problems.
 5. Analyze what VEH students say for counseling and guidance purposes.
 6. Counsel parents/guardians of VEH students regarding their child's vocational education.
 7. Provide VEH students with information on educational and career opportunities.
 8. Work with VEH students regarding their vocational problems and life goals.
 9. Encourage VEH students to make realistic career plans.
 10. Cooperate with the Vocational Adjustment Coordinator in securing employment or in enrolling VEH students for further vocational training.
 11. Conduct follow-up of VEH students after they leave the program.
- XI. Ability to establish effective school-community relations for the VEH program.
1. Develop a school-community relations plan for the VEH program.
 2. Utilize a variety of techniques to promote and interpret the VEH program.
 3. Interpret the VEH program to the general public, regular school personnel, non-professional school workers, and normal students.
 4. Maintain liason with employers and union officials to obtain information on trends in equipment, procedures, and job opportunities.
 5. Provide environment in the school to encourage VEH and other students to interact with one another.
 6. Obtain feedback about the VEH program from the school and the community.

XII. Ability to manage the VEH program.

1. Estimate facility, equipment, and supply needs of the VEH program for the coming year.
2. Prepare a fiscal year budget utilizing local and state funds for operation of the VEH program.
3. Maintain records of the VEH program.
4. Complete reports required of the VEH program.
5. Maintain a filing system for records, report forms, and instructional materials used in the VEH program.
7. Prepare purchase requests for approved VEH equipment and supplies.
8. Maintain an inventory of equipment, tools, and supplies used in the VEH program.

XIII. Ability to advise a student vocational organization for VEH students.

1. Develop a personal philosophy concerning VEH students' participation in student vocational organizations.
2. Organize VEH students in a student vocational organization.
3. Prepare VEH students for leadership roles in their student vocational organization.
4. Assist VEH students in developing and financing a yearly program of activities for a student vocational organization.
5. Supervise VEH students' activities in the student vocational organization.
6. Guide VEH students' participation in student vocational organization contests.
7. Provide VEH students with opportunities for a wide range of social experiences through the vocational youth organization.
8. Maintain a file of publications available for the student vocational organization.

Working With the Teacher Aide

The teacher aide is a paraprofessional whose function is to assist the VEH teacher in meeting students' needs. The aide should be assigned definite duties by the teacher. The aide can assist in the instruction and supervision of VEH students, assume routine tasks, assist in completion of routine clerical responsibilities, and provide valuable assistance in both the classroom and laboratory.

Member of a Professional Team

Maximum success in working effectively with VEH students requires the cooperative involvement of a team including professionals and others. A few of the team members are the VEH teacher, special education teachers, administrators, counselors, parents, and potential employers.

Effective involvement as a team member requires mutual understanding of the functions and roles of each team member in the education of VEH students in addition to an understanding of the educational philosophy and objectives of the school for these students. Members of the team are involved in various ways in cooperatively planning, instructing, and evaluating VEH students.

Few vocational education teachers have received training in teaching handicapped students. Although the VEH teacher may never become an expert in special education, it is essential that he/she acquire an understanding of the basic philosophy and techniques of special education in order to function as an effective member of the team.

CHAPTER IV

FACILITIES AND EQUIPMENT

The school must provide adequate facilities and equipment to insure the successful operation of the VEH program.

The Facility

Facilities must be provided for both classroom instruction and laboratory experiences. The classroom should contain sufficient space for the number of students to be enrolled. Tables and chairs provided for students should allow for both individual and group work. In addition, a teacher's desk, filing cabinets, bulletin board, chalk board, and storage for instructional materials and teaching aids should be included. Regular custodial service must be provided for the facility.

The laboratory for the VEH program should be planned to simulate successful business establishments in the occupational area for which training is provided. The facility should meet the minimum space requirements developed for the program by the program supervisor at Texas Education Agency. Suggested equipment lists for specific programs are available from the program supervisor. These often include acceptable floor plans for the type program to be offered. The appropriate area vocational education consultant serving the school district is to assist in planning the facility.

The activity itself often is more important in determining space needs than the number of students to be enrolled in each class. Space provided cannot be reduced below the minimum amount required for the activity even when the anticipated class size is small.

Equipment

Equipment appropriate for the type VEH program offered must be provided. Equipment should generally be similar in type, quality, and quantity to that used in successful business establishments. Approved equipment lists are available from the Texas Education Agency in most program areas. Within funds available, equipment on the list is reimbursable according to the district's current percentage assignment for state participation in equipment funding. Request for equipment and reimbursement is made on Form VOC 052R75, Reimbursable Equipment Schedule. Items to be purchased are selected from bids submitted according to the local school district's policy. Major equipment (items costing \$100 or more per unit) and minor equipment (items costing less than \$100 per unit) must be listed separately. All items listed must be properly and adequately described including size and capacity when applicable. When completed, send three copies of the Reimbursable Equipment Schedule to the Document Control Center, Room 237, TEA, 201 East Eleventh Street, Austin, Texas 78701.

Equipment must be maintained and updated on an annual basis. Information on equipment maintenance and inventory is included in Chapter IX, Laboratory Instruction and Management.

Laboratory Planning

The VEH laboratory should be carefully planned in accordance with occupational work standards as well as instructional considerations. Adequate space must be provided for individual, group, and laboratory instruction. Some programs have facility space standards. Also the VEH laboratory should be barrier free in compliance with federal regulations.

A rectangular space is the most common shape used for the occupational laboratory. At least two entrances should be provided. For greatest flexibility and efficiency, the space should not be divided by columns or other projections. Space for group instruction, planning, counseling, and office work may be provided either adjacent to or within the lab. Adequate space must be provided in each laboratory work area for the activity and for the maximum number of students to work in the area at once. Traffic lanes should never be considered part of the work area. Facilities should be located so that equipment and supplies are stored at the point of first use whenever possible. Storage facilities are needed for portable equipment, laboratory tools and supplies, laboratory projects, instructional supplies and aids, reference materials, and program records.

Storage is an important part of the VEH laboratory. Adequate storage is necessary for maximum efficiency. Accessible, well-organized materials minimize labor, an important consideration in teaching occupational skills. Stored materials should be visible to prevent waste, reduce duplication, and aid in maintaining adequate supplies. Materials should be stored in accordance with safety considerations to reduce the likelihood of accidents. Storage areas should not interfere with traffic flow, or create projections which reduce visibility or work space. Storage should be easily accessible from the related work area.

In planning laboratory facilities, several general space requirements must be considered:

- 1) Adequate work space must be provided for efficient use of each area of the laboratory.
- 2) Space must be provided near each work area for any related activities.
- 3) When activities must occur in a particular sequence, this sequence must be considered in arranging the facility.
- 4) Traffic lanes must be left for students and for moving materials and equipment.
- 5) Sufficient storage for equipment, supplies, and projects must be provided to insure efficient operation, uncluttered appearance, safety, and elimination of pilferage and theft. Approximately 15% of the space in the facility will be needed for storage.
- 6) Adequate plumbing and electrical outlets are essential to safe and efficient laboratory operation.

When planning laboratory space, remember to include:

- 1) Doors large enough to permit easy movement of equipment, instructional materials, and supplies.
- 2) Provisions for handicapped persons including wide doorways and traffic lanes, appropriate storage, and accessible work areas.
- 3) A display case for both instructional exhibits and display of student projects.
- 4) Entrances for laboratory patrons or customers.
- 5) Adequate facilities for safe disposal of trash and garbage.
- 6) Fire extinguishers near potential fire hazards.

A multi-purpose instructional area in the laboratory or adjacent to it should provide space for individual or group instruction, audio-visual presentations, group discussions, and individual study. Movable chairs and tables make the space adaptable for lectures, demonstrations, small group discussions, or individualized instruction. This space may also be used for demonstrations. The area may become a part of the laboratory when appropriate.

The instructional area should house a resource area. Shelves and display units should be provided for books, magazines, and journals. A screen should be provided for audio-visual presentations. Storage for instructional equipment and supplies should also be provided for this area.

Office space for the VEH teacher may be planned within, adjacent to, or away from the laboratory. Locating the office in or adjacent to the laboratory has the advantage of permitting the teacher to maintain visual supervision of students in the laboratory, even while conducting a private conference in the office. Locating the office away from the laboratory, however, may decrease student traffic through the teacher's office during planning and preparation time. On the other hand, planning may be facilitated when the office is near instructional and laboratory resources. Shared offices may make private conferences with students difficult unless partitions are used between desks.

Modifying Facilities and Equipment

The VEH laboratory should be carefully planned in accordance with occupational work standards as well as instructional considerations. Efforts must be made to make the facility free of architectural and other physical barriers that might prohibit or limit handicapped students from participating fully in the VEH program. However, the facilities or equipment should not be modified to the extent that the student could not function in an actual job setting. Regular facilities, tools, equipment, and supplies should be used whenever possible so that the program simulates actual employment situations. Special provisions and adaptations should be made with consideration of facilities and equipment in actual businesses and industries. If the educational goal is to make the student employable, he/she must generally learn to use conventional, not specially designed, facilities and equipment. Most adaptations will be to meet the needs of physically handicapped students.

General Considerations

Facilities for handicapped students should enhance their learning. Flexibility is an important consideration in planning the classroom and laboratory for the VEH program since students enrolled in the program may possess a variety of problems. Research on the effects of color on the learner should be studied when selecting room colors, as this is one factor which may influence the moods and affect the learning of handicapped students. The space and its furnishings should be adaptable for individualized and small group instruction.

Specialized or modified equipment may be needed by physically handicapped students as they begin their training. As the students gain skills, however, regular equipment must be available for their use to insure the student's eventual employability.

Standard unmodified equipment is generally less expensive than modified or special equipment and usually can be used by handicapped as well as normal students. In selecting such equipment, however, school personnel should consider purchasing equipment for which modification kits are available to insure meeting the needs of both present and future students. Modification kits, such as special guards for a grinder or sewing machine attachments permit use by persons with various handicaps and are generally less expensive than specially designed equipment.

Specially designed equipment available for vocational education programs includes: seats, desks, and small equipment such as one-handed rolling pins or bowls with suction bottoms for use in food preparation or special typewriter keyboard plates for students with limited hand use. Professionals working with the handicapped or equipment supply catalogs are excellent sources of information on specially designed equipment. Occasionally, made-to-order equipment may be needed. It is the most expensive type of special equipment.

Considerations for Specific Handicaps

The following are general suggestions for adapting facilities and equipment to meet the needs of students with different physical handicaps. However, the needs of individual students should be considered before actual modifications are made due to variations among students with similar handicaps. Additional suggestions are available from organizations serving persons with various handicaps.

Orthopedically Handicapped. A number of special considerations must be made in planning facilities and equipment to meet the needs of students in wheelchairs, on crutches, or with artificial limbs. Modifications to facilities might include the following:

- 1) Nonskid floors should be used to facilitate handling of crutches and wheelchairs.
- 2) Doors should be at least 3 feet (90 mm) wide.
- 3) Adequate unobstructed space should be allowed in aisles and around power equipment and storage areas for students in wheelchairs.

- 4) Some desks and work areas should be provided at a height appropriate for a student in a wheelchair.
- 5) Storage should be provided at height accessible to the student in a wheelchair.
- 6) Simple handles rather than knobs should be used on cabinets for amputees with artificial limbs or devices and persons with limited hand use.
- 7) Light switches should be located 42 inches from the floor, electrical outlets at least 12 inches from the floor, for easy reach by students in wheelchairs.
- 8) Sinks and water controls should be accessible to students in wheelchairs.
- 9) Emergency equipment (fire extinguishers, alarm buttons, etc.) should be located 42 inches from the floor to be in easy reach of students in wheelchairs.
- 10) If a telephone is included in the classroom, its dial should be placed 48 inches from the floor and should be the pushbutton type.
- 11) An emergency call button in the teaching area is recommended. It should be placed so as to be accessible by a student who has fallen from a chair or wheelchair if student is alone in the classroom.
- 12) Support rails should be fixed to the walls near the doors and windows.
- 13) A mobile demonstration table may aid instruction since it can be moved from student to student.

Equipment modifications for the orthopedically handicapped include the following:

- 1) Guard plates should be used when feasible on power equipment operated by students with limited hand use, incoordination, or immobility.
- 2) Machine switches on power equipment should be moved for easier accessibility and adapted for easier use.
- 3) Small equipment should be placed on surfaces which may be varied in heights.
- 4) Controls should be adapted according to the student's handicap. (Hand controls, or chin controls may be added to machines usually operated by foot or hand controls, for example.)
- 5) Special lightweight hand tools or tools with extra large handles may be purchased for use by students with weak hands.

Visually Impaired. The majority of equipment will not require modification. When modification is required, the extent will depend on the amount of vision the student has.

The adage, "A place for everything and everything in its place," is especially applicable for the VEH program serving visually impaired students. Specific suggestions include use of:

- 1) Bells rather than lights as warning signals.
- 2) Guard plates (where feasible on power equipment).
- 3) Easily accessible controls and switches.
- 4) Tactile rather than visual markings on controls (Braille tape or raised marks made with dots or glue can be used).
- 5) Specially designed tools and devices.

Hearing Impaired. The primary modification is the use of lights instead of bells or sounds. Lights should be used in addition to bells on fire alarms, class bells, timers, typewriters, and the emergency stop signal on equipment. Lights can also be used to signal when a piece of equipment is in operation.

Planning Sequence

The following sequence may be useful in planning the VEH laboratory.

- 1) Study the VEH Handbook and guidelines for the program areas.
- 2) Establish an advisory council.
- 3) Review the VEH Handbook and guidelines with the advisory council.
- 4) Study the suggested equipment and supply list for the type program planned.
- 5) Determine the size laboratory area needed. The amount of space will depend on the anticipated size of classes.
- 6) Make a scale drawing of the floor plan, showing location of doors, windows, and movable partitions.
- 7) Plan the areas to be included and traffic flow between areas.
- 8) Locate furniture, equipment, and storage facilities in each area.
- 9) Plan any outdoor facilities to be utilized.
- 10) Prepare equipment lists, utilizing suggested equipment lists, according to anticipated student enrollment.
- 11) Secure approval of the area consultant serving the program.

CHAPTER V

VEH STUDENTS

One of the most important factors in the success of the VEH program is the selection of students who can profit from the training. Careful consideration should be given to selection of students who possess the aptitude, interest, need, physical and mental competence, and other qualifications necessary for success in a particular occupational area.

Student Eligibility

Students who meet the specific requirements listed below are eligible for entrance into the program:

- 1) Eligible for approved special education programs
- 2) Meets specified age requirements
- 3) Able to profit from being in the program
- 4) Selected for the program by members of the local Admission, Review, and Dismissal Committee. Committee members should include the local vocational administrator supervisor, the local special education director, the vocational teacher, an experienced special education teacher, the vocational counselor, a person who can provide information on student appraisal, a parent or guardian of the student and the student, when appropriate.

Student Selection

Selection of students for participation in the VEH program follows an established sequence. First, the student is referred to the Admissions, Review, and Dismissal (ARD) Committee for assessment. Then, if the ARD Committee feels the student could profit from occupational training, further evaluation of the student is made to determine which vocational education program would be most beneficial and what occupation the student could be trained for.

Referral

Referral is initiated when a student is perceived as having problems which may impede the student's achievement and/or adjustment. This may be made by the parent or guardian; physician; community agencies; other appropriate individuals, groups, or organizations; school personnel; or as a result of the school's systematic screening procedures.

Screening consists of compiling and generating all immediately available data for the student being considered for special education services. A designated committee analyzes and interprets the data and determines alternatives which include:

- 1) Eligible or ineligible for further consideration for special education services

- 2) Placement in diagnostic class
- 3) Referral for comprehensive assessment, specifying, if possible, extent of assessment
- 4) Referral for other types of service
- 5) Referral directly to the ARD Committee
- 6) Other alternatives

Admission, Review, and Dismissal Committee

The Admission, Review, and Dismissal (ARD) committee is responsible for developing and implementing procedures for determining if a student who has received referral to special education is or is not eligible for special education services.

If referral is made, the ARD committee will:

- 1) Review all available data.
- 2) Determine if the student meets the eligibility criteria.
- 3) Initiate development of educational plan, or modify existing educational plan.
- 4) Make appropriate instructional placement designation.
- 5) Review all special education assignments annually to determine continuation, change, reappraisal, or termination.
- 6) Develop an individual written summary of the deliberations, findings, and recommendations following each meeting of the committee. Each summary includes the date, the names, the positions, and the signatures of the persons participating in each meeting. A report is made and included in each student's eligibility folder.
- 7) Observe all procedural safeguards according to specified requirements throughout the development of the individual educational plan.

The ARD Committee accumulates written reports of three stages of individual assessment upon the student's initial admission to special education. The ARD Committee reviews the instructional program at least quarterly and (1) reviews placement at least annually, (2) comprehensively re-evaluates student's eligibility for special education at least once every three years, and (3) dismisses a student from such services when it is found that a student is no longer eligible for special education services.

When a student is being considered for placement in a vocational education program, the ARD committee is chaired by the campus principal. When such placement is being considered, the ARD committee is composed of the following individuals:

- 1) The local vocational administrator or vocational supervisor
- 2) The local special education supervisor
- 3) The vocational teacher who will instruct the handicapped student if such student is recommended for training by the screening committee
- 4) An experienced special education teacher who can provide information needed by the committee in making valid judgements regarding training of handicapped students
- 5) The vocational counselor
- 6) A parent of the student being considered for vocational training and the student, if appropriate
- 7) A pupil appraisal person who can provide information regarding student appraisal and make interpretations of tests for student(s) under consideration

Description and Characteristics of VEH Students

The definition of the term "handicapped" as stated in The Education of the Handicapped Act: Part B as amended by the Education for All Handicapped Children Act of 1975 (Public Law 94-142) and The Vocational Education Act of 1963 as amended by the Education Act of 1976 (Public Law 94-482) is as follows:

The term "handicapped children" means those children evaluated in accordance with (regulations that insure appropriate student placement)¹ as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

A broader definition of "handicapped" is given in Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112). This definition of handicapped includes any person who has a physical or mental impairment that substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

¹The phrase in parentheses is an interpretation of the exact wording of the definition which refers to parts 121a.530-121a.534 of this legislative act. For exact wording, refer to the specified parts of the act.

According to the definition given in P.L. 94-142 and 94-482, students placed in a VEH program may have one or more of the following handicapping conditions:

- 1) Deaf
- 2) Deaf-blind
- 3) Hard of hearing
- 4) Mentally retarded
- 5) Multihandicapped
- 6) Orthopedically impaired
- 7) Other health impaired
- 8) Seriously emotionally disturbed
- 9) Specific learning disability
- 10) Speech impaired
- 11) Visually handicapped

Definitions for these eleven categories are stated in P.L. 94-142. Simplified versions of these definitions follow:

- 1) Deaf--a hearing problem that causes the student to do poorly in school. The student may find it hard to understand speech either with or without a hearing aid or device.
- 2) Deaf-blind--a combined hearing and sight problem that causes the student to do poorly in school. The student's problems are such that programs designed only for deaf or blind students are not suitable.
- 3) Hard of hearing--a permanent or varying hearing problem that causes the student to do poorly in school. This includes students not included in the definition of "deaf."
- 4) Mentally retarded--a definite below-average ability to think and to reason that causes the student to do poorly in school. Students who are mentally retarded may develop behavior problems early in their lives, during a time of rapid growth and development.
- 5) Multihandicapped--a combination of handicaps such as mentally retarded-blind that causes students to do poorly in school. Programs designed just for one of the handicaps does not meet the needs of students classified as multihandicapped. This category does not include deaf-blind students.
- 6) Orthopedically impaired--a deformity of the skeleton that causes the student to do poorly in school. This term includes impairments present from birth and those caused by disease or accident. Some examples include clubfoot, amputations, cerebral palsy, and polio.
- 7) Other health impaired--limited strength, energy, or alertness due to chronic or severe health problems that cause the student to do poorly in school. This category includes such health problems as heart conditions, tuberculosis, rheumatic fever, diabetes, asthma, sickle cell anemia, hemophilia, epilepsy, and others.

8) Seriously emotionally disturbed--defined in two parts as follows:

(A) A condition occurring over a long period of time and to such a degree that the student does poorly in school. The condition may reveal one or more of the following characteristics:

- Lack of ability to learn which cannot be explained by other factors (intellectual, sensory, or health).
- Lack of ability to get along with teachers and peers.
- Display of behaviors under normal situations that are not appropriate.
- General, overall unhappiness or depression.
- Tendency to show physical signs or display fears related to school or personal problems.

(B) This term also includes students who are schizophrenic or autistic. It does not include students who have made poor social adjustments unless these students are seriously emotionally disturbed.

- 9) Specific learning disability--a mental learning disorder that causes the student to do poorly in school. The student may find it hard to understand and use spoken or written language. This term includes such conditions as brain injury and dyslexia. It does not include students with learning problems that result from hearing, sight, or motor handicaps; or from mental retardation; or from certain disadvantages.
- 10) Speech impaired--a speaking problem that causes the student to do poorly in school. Included in this category are stuttering and voice or language impairments.
- 11) Visually handicapped--a sight problem, even with correction, that causes the student to do poorly in school. This category includes both blind students and those with partial sight.

More specific mental and physical handicaps are described in Figure 2, page 39. Only the more prevalent handicapping conditions are included. There is no attempt to cover all possible handicaps.

Training Expectations

The VEH teacher must be competent to aid the growth and expand the occupational skills of handicapped students. The teacher should try to find handicapped students' strengths as well as their limitations.

The activities of students with multiple handicaps must be carefully considered in terms of their physical limitations. If students have physical handicaps in which they have no control of voluntary muscles, consideration must be given to body positioning before beginning an activity or a task. Misunderstanding or overlooking an individual's needs could present a safety problem.

Emphasis must be given to the development of general skills, attitudes, and habits rather than training for one specific type of work. The training that is received must be feasible and within the ability of each student.

Modifications may have to be implemented so that the handicapped student can gain skills. Such modifications may include:

- 1) Straps to hold up a student on crutches while performing a task and to give support so that the student does not become overly tired.
- 2) Special equipment for the student with paralysis to enable performance of task.
- 3) Lowered work spaces for students in wheelchairs.
- 4) Bells and audible signals for visually impaired students.
- 5) Signal lights for hearing impaired students.
- 6) Tactile symbols on equipment for blind students.

Communication is a key factor for teachers. It is important for them to know the jobs in which their students may gain future employment. If a student is capable of performing only one task, then future work placement will be limited. If a student is capable of performing a task only with special provisions and modifications which demand large expenditures, then these individuals will also have trouble finding employment.

Consideration must also be given to the student who is handicapped in one area but very competent in other areas. Teachers need to know what employers consider to be essential and non-essential employee competencies and which competencies the employers would be willing to work around. For example, a student may be a very hard-working, capable employee who is dependable and conscientious but is unable to take orders, deliver messages, or communicate effectively over the telephone. The teacher needs to know if future employers would hire the student who is competent in some but not all areas and what adaptations to accommodate the student's handicap the employers would be willing to make.

When considering training expectations, it is vital that the VEH teacher knows the students and realizes that these students are capable individuals.

FIGURE 2

STUDENTS ELIGIBLE FOR VEH PROGRAMS

HANDICAP	DEFINITION	OBSERVABLE CHARACTERISTICS
<u>Mentally Retarded</u>		
Educable Mentally Retarded	Students who have a slower rate of academic achievement than peer age group.	Exhibits -impulsive behavior -immature behavior -immaturity in speech -poor coordination -easy to distract -short memory and attention spans
39 Trainable Mentally Retarded	Students who respond more slowly to education and training than the EMR, and whose rate of development is approximately one-half the normal rate.	Displays -lack of self-care skills -poor social adjustment -need for guidance and supervision -inability to be self-sufficient in personal care
<u>Visually Handicapped</u>	Students who have no vision or visual impairments which even with correction result in educational handicaps requiring special provisions.	Observable behaviors -avoids close desk work -possesses limited mobility -tilts head -holds book too close -rubs eyes frequently -runs into objects -confuses words -follows oral instructions better than written instructions -blinks and squints eyes frequently

FIGURE 2 (CONT.)

HANDICAP	DEFINITION	OBSERVABLE CHARACTERISTICS
<u>Hard-of-Hearing</u>	Students with a permanent or varying hearing problem who are not included under the definition of deaf.	May exhibit -difficulty in following oral instructions -too loud or too soft speech -wrong answers to questions or directions -hyperactive behavior -seeming lack of interest in activities (daydreaming or pre-occupation)
<u>Deaf</u>	Students whose hearing is impaired to the degree that they have problems understanding auditory information with or without a hearing aid or device.	Observable behaviors -cannot follow oral directions -talks too loudly or too softly -gives wrong answers to questions -hyperactive -omits words or sounds when speaking
<u>Deaf-Blind</u>	Students who have a combined hearing and sight problem. The student's problems are such that programs designed only for deaf or blind students are not suitable.	May exhibit combined characteristics of deaf and visually handicapped. (See these two categories for characteristics.)
<u>Speech Impaired</u>	Students with a speaking problem that causes them to do poorly in school. Included in this category are stuttering and voice or language impairments.	May exhibit -unusually slow or rapid speech -speech that is generally hard to understand -speech that has frequent distortions, omissions, substitutions of sounds -stuttering

FIGURE 2 (CONT.)

HANDICAP	DEFINITION	OBSERVABLE CHARACTERISTICS
<u>Orthopedically Impaired</u>	Students with a deformity of the body structure which may exist at birth, be caused by disease, or be the result of amputation. Students in this group may have handicaps resulting from loss of limbs or portions of limbs which restricts mobility. (Includes clubfoot, poliomyelitis, and cerebral palsy. (See "Palsied" below.)	May exhibit following behaviors -depression -resentment -anxiety -dependency -aggression -withdrawal Other observable behaviors: -has lack of motor control -complains of intense pain -limps -avoids participation in activities -exhibits discomfort -tires quickly
Palsied	Students with a motor disorder appearing before the age of three which is caused by damage to brain before, during, or shortly after birth.	Lacks control of voluntary muscles in -arms -legs -tongue -eyes -body movement
Multiple Sclerosis	Students with a nervous system disease which results when the insulation (myelin tissue) around the nerve fibers of the brain and spinal cord are destroyed, frequently resulting in mobility impairment.	Exhibits -paralysis of trunk, hands, and/or feet -weakness or loss of control of bladder and bowel -jerky movements of the eyes -dizziness

FIGURE 2 (CONT.)

HANDICAP	DEFINITION	OBSERVABLE CHARACTERISTICS
Orthopedically Impaired (con't)		
Muscular Dystrophy	Students who have a disease of the nervous system and muscles which results in a progressive weakening and wasting of the skeletal and voluntary muscles.	Possesses -weakening muscles -lack of muscle control
Paralysis	Students with a loss of voluntary action caused by --disease --accident --hemorrhage --stroke --tumor --swallowing poison	Observable behaviors -has spasms -exhibits jerking of involuntary muscles -has loss of muscle power and function -reveals emotional problems
Spinal Bifida	Students with an imperfectly formed central nervous system, occurring during the fourth and sixth week of pregnancy, in which the spine fails to develop properly.	Observable behaviors -exhibits varying degrees of paralysis -has lack of bowel and bladder control -has lack of sensation in lower extremities
<u>Other Health Impaired</u>	Student exhibits limited strength, energy, or alertness due to chronic or severe health problems. This includes heart conditions, tuberculosis, rheumatic fever, diabetes, asthma, sickle cell anemia, hemophilia, and epilepsy.	Exhibits -lack of energy -lack of alertness -inability to progress at normal rate -consistent serious health problems -frequent absenteeism -physical problems such as underweight

FIGURE 2 (CONT.)

HANDICAP	DEFINITION	OBSERVABLE CHARACTERISTICS
Other Health Impaired (con't)		
Cystic Fibrosis	Students with a disorder in which the secretions of certain glands are abnormal.	May experience -complications in breathing -frustration -excessively salty perspiration -heat exhaustion -self-consciousness -chronic cough -small stature -immature appearance
Epilepsy	Students with improper functioning of brain cells due to temporary buildups of excessive electrical charges in some nerve cells in the brain that cause the brain to lose control (partially or entirely) of the muscles of the body, consciousness, or senses for a period of time. Causes include --brain damage from prenatal or birth injuries --brain damage from accidents --infectious diseases, tumors, or other disorders --unknown causes	May experience -convulsions -seizures - signs of seizures - feeling of numbness - cold or warm - sudden change in color - muscle jerking
<u>Seriously Emotionally Disturbed</u>	Students with a emotional condition occurring over a long period of time and to such a degree that the students do poorly in	May display -lack of ability to learn which cannot be explained by other factors

FIGURE 2 (CONT.)

HANDICAP	DEFINITION	OBSERVABLE CHARACTERISTICS
Seriously Emotionally Disturbed (con't)	school. Students who are schizo- phrenic or autistic are also in- cluded in this category.	-lack of ability to get along with teachers and peers -inappropriate behaviors under normal situations -tendency to show physical signs or fears related to school or personal problems
<u>Specific Learning Disability</u>	Students with a psychological learning disorder that causes the student to have problems understanding spoken or written language. This category includes such conditions as brain injury, dyslexia, and aphasia. (See "Aphasia" below.)	May experience -lack of ability to listen or think -problems in speaking -difficulty in reading, writing, spelling, and math -perceptual difficulty -depression
Aphasia	Students with a language loss in some or all aspects of communication caused by damage incurred in certain portions of the brain.	Observable behavior -may experience difficulty with: - talking - reading - writing - understanding -changes feelings, attitudes, and abilities from day to day -seems depressed -withdraws -attention span is limited

FIGURE 2 (CONT.)

HANDICAP	DEFINITION	OBSERVABLE CHARACTERISTICS
<u>Multihandicapped</u>	Students with a combination of handicaps such as mentally retarded-blind. Programs designed just for one handicap do not meet the needs of students classified as multihandicapped. This category does not include deaf-blind students.	May exhibit combined characteristics of various handicaps. (Refer to appropriate categories for specific characteristics.)

CHAPTER VI

BUDGET, RECORDS, AND REPORTS

Records and reports are necessary to operate a program efficiently. Budgets, records and reports are essential to obtain feedback on the effectiveness of the administration and management of the VEH program.

Budget

Budget preparation for the next school year begins early in the academic year. Department heads are usually asked to submit budgets for the following school year by early spring.

The primary source of funds is local taxes. The school must provide the minimum amount required per student for operation of the program the first year and each succeeding year of operation. This amount is over and above the state operating funds received for each vocational teacher unit. Additional funds are received from the state education agency for (1) instructional materials, (2) teaching supplies, (3) technical library, and (4) purchase of minor instructional materials.

Some laboratory experiences in the VEH program result in products or services that are marketable. The value placed on these products and services should not exceed the cost of materials and supplies used to produce them. The proceeds from such sales should be used as a part of the operating costs of the VEH program. However, the program should not be required to be self-supporting.

The VEH teacher will be asked to submit budget requests for the Vocational Education for the Handicapped program. The request should include estimated equipment, supplies, maintenance, and building expenses for the program. Budget requests should be developed carefully with complete justification. Then, if the budget must be cut, needed expenditures are less likely to be eliminated. It is essential to the success of the program that adequate equipment and supplies be available for instruction.

The VEH teacher's budget should include the following categories, as needed:¹

- I. Capital Outlay
 - 1. Equipment (new)
 - 2. Facilities
 - a. Laboratory alterations
 - b. Major building additions
- II. Instruction
 - 1. Supplies
 - a. Expendable supplies
 - b. Nonexpendable supplies
 - c. Audio-visual aids
 - d. Periodicals

¹George Storm, Managing the Occupational Education Laboratory (Belmont, Calif.: Wadsworth Publishing Company, 1976), 68, 174.

2. Other Expenses of Instruction
 - a. Equipment rental
 - b. Container rental (demurrage)
 - c. Audio-visual material rental
 - d. Transportation for field trips
 - e. Transportation for students to off-campus instructional facilities

III. Maintenance

1. Materials and supplies
2. Replacement of Equipment
3. Contracted Service
4. Emergency Service

Equipment

Requests for new equipment should be accompanied by written justification which should include the function of the equipment, its relation to program objectives, and statements of approval and support of the VEH advisory council. Support of the advisory council may aid in convincing the school board of the need for the equipment. Long-range plans should be made to anticipate equipment modernization. It is a good idea to keep notes of what is needed as the school year progresses.

Supplies

Preparation of a supply list is the first step in determining needs in this category. The following steps will aid in preparing the supply list: (1) Study records of expenditures for supplies during the past year and any notes you may have made about the adequacy of the supplies. (2) Compare student enrollment for the previous year with anticipated enrollment for the coming year. (3) Review program objectives. (4) Estimate supply needs for the next school year. (5) Check with distributors to obtain any available information regarding price increases for frequently used supplies. (6) Use this information and current supply catalogs to estimate supply expenditures for the school year. The supply list should include the following information: quantity; item, description, and specifications; unit cost, total cost per item; and total cost of supplies. Indicate discounts, if any.

It is wise to submit the resulting supply list to the department head to show the basis for the supply budget request, even if it is not required. The supply list should facilitate ordering of supplies throughout the year or aid in making reductions if budget cuts are necessary.

Demurrage

Industrial education programs may use compressed gas cylinders for which a demurrage charge must be paid when the containers are not returned after a reasonable length of time. Purchase of the cylinders may be desirable when infrequent use of compressed gas results in excessive demurrage charges. However, it should be noted that when the school purchases the gas cylinders it must also assume the responsibility for the periodic inspection and testing of the containers required by Interstate Commerce Commission regulations.

Transportation

Travel expenses should be estimated for field trips and professional activities. Many schools limit expenditures for field trips. Check your school's policies before preparing budget requests. Your administrator should be able to supply information to aid in determining the cost of field trips. The cost of using buses is based on mileage, so calculations are simple. Be sure you can justify the instructional value of each proposed field trip.

Policies concerning teacher participation in professional activities which require travel vary. Budget requests for participation in professional activities should include: (1) a description of the activity (for example, to participate in the annual State Inservice Conference), (2) estimated travel expenses based on public transportation fare rates, reimbursement for private car mileage, or school vehicle usage rates, (3) per diem, or meal and lodging expenses based on the school district's allowance per day, and (4) conference registration fees. Other miscellaneous expenses such as parking may be included when appropriate.

Maintenance

Maintenance expenses include periodic service on laboratory equipment. Service of laboratory equipment includes service contracts, estimates supplied by service firms, and supplies needed for maintenance and repairs to be done by students and teacher.

Records

An efficient record-keeping system is a necessary part of managing the VEH program. The VEH laboratory resembles a small business enterprise, thus its record-keeping system should be similar to that used in business and industry. In addition, accurate records make preparation of the annual report a relatively simple matter.

A filing cabinet near the teacher's desk should hold all the necessary records for the program. Whether revising an established file or beginning a new one, the filing system should insure quick location and easy replacement of materials. Subject headings such as those in Figure 3, page 52 can aid in setting up file folders. Color coding may also make record keeping easier. One way to divide the records would be by categories such as administration, business, FHA/HERO, and instruction. Administrative records are those concerning students, instruction, budget, and purchases. Instructional records deal with teaching strategies, lesson plans, examinations, project plans, and assignments.

An accurate, up-to-date inventory system is an essential part of the records for the VEH program. These records aid in determining whether sufficient equipment is available and whether it meets occupational standards desirable for the program. Inventory records may help justify the need to replace equipment which has become obsolete or which requires excessive repair. Such records may also be needed when filing an insurance claim.

Another important record-keeping tool is the class record book. The book can be used to record attendance, tardiness, absences, examination scores, and grades.

Records of publicity and special events can facilitate preparation of the annual report. File newspaper clippings and pictures pertaining to activities of the VEH program. Be sure to date the articles, indicate the newspaper in which they appeared, and record the names of people appearing in photographs. Also write a brief report summarizing any special activities involving your program. These reports should identify the event being described and answer the questions--who, what, where, when, and why. At the end of the school year, articles and pictures provide evidence of the program's accomplishments.

Reports

The reputation of the VEH program and teacher and the financial reimbursement received by the school may be affected by the accuracy of reports. Data should be reported clearly, concisely, correctly, and on time. Reports on program operation and development should be submitted to the local school administrator and to the Texas Education Agency as required.

Suggestions for preparing report forms are as follows:

- 1) Forms should be filled out correctly and completely.
- 2) Forms should be typed neatly and correctly.
- 3) Signatures on report forms should be in ink.
- 4) Report forms should be mailed to reach destination before the deadline date.

Permanent Record

A permanent record for each student must be prepared and maintained. An example of a Student's Permanent Record Form is shown in Figure 4, page 53. This form provides information concerning the teacher's six- or nine-weeks ratings of the student's laboratory performance, related class information, work experience information, follow-up record for five years, and personal data. A Permanent Record form should be completed for each student except for Items IV and V pertaining to follow-up and personal data before the student leaves the VEH program.

Follow-up Record

A follow-up record must be maintained for at least five years for each gainful employment student. This information is valuable for evaluating the program and is needed to complete the Annual Report prepared by Texas Education Agency.

Teachers use several methods to obtain follow-up information on students for five years. This responsibility is sometimes assumed by the school's vocational director. A telephone call to contact persons given by the student and recorded on the Permanent Record may aid in obtaining a current address for the former student. Younger brothers or sisters still in school may aid in locating the student, as may current VEH students. Some teachers maintain contact with former students through birthday and Christmas cards.

Occasionally, a student may be difficult to locate. The teacher should be persistent and follow-up all possible leads before giving up.

A sample follow-up letter and information card are shown in Figure 5, page 55. This information card should be updated as needed to be sure that all information needed for reporting purposes is obtained.

FIGURE 3

SUGGESTED SUBJECT HEADINGS FOR FILES

Accident Reports	Memorandums
Advisory Committee	Professional Organizations and Conferences
Budget and Financial Records	Program Standards
Correspondence	Publicity
Course Outlines	Reports
Curriculum and Program Plans	Requisitions
Customer Information	Service Requests
Equipment and Supply Catalogs	Shipping Invoices
Examinations	Special Activities
Instructional Resources	Student Records
Inventories	Technical Developments
Labor Laws	Transparencies
Laboratory Projects	Travel
Maintenance Agreements	Vocational Youth Organization
Maintenance Plan	Work Orders
	Work-Rotation System

FIGURE 4

TEXAS EDUCATION AGENCY
Vocational Education for the Handicapped
STUDENT'S PERMANENT RECORD

Date Left Program _____, 19____
Certificate Awarded _____, 19____

Student _____ Age _____

School _____ Grade _____

Parent's (or Guardian's) Name _____

Address _____
City State Zip Code

Give four persons to contact for permanent address

Name _____

Address _____
City State Zip Code

Name _____

Address _____
City State Zip Code

Name _____

Address _____
City State Zip Code

Name _____

Address _____
City State Zip Code

I. CLASS RECORD

PERIOD	First Year						Second Year					
	1	2	3	4	5	6	1	2	3	4	5	6
Grades												
Hours in Class and Laboratory												

II. OCCUPATIONAL COMPETENCY RATINGS*

- _____ (5) Excellent
 _____ (4) Above Average
 _____ (3) Average
 _____ (2) Below Average
 _____ (1) Unsatisfactory

	First Year						Second Year					
	1	2	3	4	5	6	1	2	3	4	5	6
PERIOD (6 or 9 weeks):												
PROGRESS-Has student advanced in skill and knowledge of occupation?												
INITIATIVE-Can student originate and carry through on ideas?												
RELIABILITY-Can student be depended on in his/her work?												
WORK ATTITUDE-Does student have a good attitude toward his/her work?												
COOPERATIVE-Does student work well with others?												

III. FOLLOW-UP RECORD

EMPLOYMENT (Business or Firm)	Date	Position

IV. PERSONAL DATA CONCERNING STUDENT

- A. Scholastic ability (quality of work in other classes):
- B. School activities (clubs, offices held, achievement, etc.):
- C. General remarks (conferences with student, attendance record, home environment, etc.):

*Use ratings made each six weeks of student's enrollment in the program.

FIGURE 5

SAMPLE FOLLOW-UP LETTER
(School Letterhead)

(Date)

(Inside Address)

Dear _____ :

We are in the process of securing information for our permanent records from former students who have participated in the Vocational Education for the Handicapped program conducted in (Name of High School).

A copy of the information needed is enclosed. Please complete and return to me at the address above as soon as it is convenient for you to do so.

Sincerely,

(Name of VEH Teacher)

VEH Teacher

Enclosure

Name _____	
Present address _____	
Present employer _____	
Address _____	
Position _____	Date employed _____
Are you now employed? Yes _____	Part-time _____
No _____	Full-time _____
In occupation for which trained? Yes _____	No _____
If no, in what occupation? _____	
If unemployed, are you seeking employment? Yes _____ No _____	
If unavailable for employment, check reason:	
_____ Military	_____ College or University
_____ Voc.-Tech. School	_____ Other _____

PART TWO

INSTRUCTION AND MANAGEMENT OF PROGRAM

CHAPTER VII

MANAGING BEHAVIOR OF VEH STUDENTS

Students who learn in unique ways and progress at slower rates provide teachers with new challenges in behavior management.

The VEH teacher must learn to observe, record, interpret, and manage problem behavior. This task is compounded by the fact that VEH teachers receive students on referral, but may receive limited background information on the students. Just because a student has been diagnosed as handicapped does not mean the individual can automatically be classified as having a set of specific behaviors. As with non-handicapped students, some general behaviors can be assumed. However, the VEH teacher must develop means for assessing individual student behavior.

Interpreting Student Behavior

Several methods for observing, recording, and interpreting student behavior can be employed. Outside of formal testing that focuses more on ability levels than behavior characteristics, the VEH teacher can rely on instructional observation. Whenever possible, the VEH teacher should first become familiar with students' records and then spend time observing students prior to actually instructing them. A device or means for recording behavior in the form of a student profile is a suggested way of obtaining data necessary for successful classroom management. The teacher can also maintain records of students while instructing them. Data collected in the forms of anecdotal records, profile sheets, charts, graphs, checklists, and rating scales are acceptable. This data can be utilized in interpreting student behavior. In the analysis of the data the VEH teacher may wish to consult others such as the special education teacher, vocational adjustment coordinator, physician, or other professionals. Upon completion of data analysis, the VEH teacher can formulate more effective plans for managing student behavior.

Implementing Standards for Student Behavior

In conjunction with the collection and analysis of records on student behavior, the VEH teacher must formulate and implement acceptable standards for student behavior. Although information on what can be expected of each student is necessary to establish realistic goals for behavior, the teacher must establish and maintain some objectives for desirable student behavior. These objectives should comply with school policies for desirable behavior and also be consistent with various standards for behavior that might be expected of students in actual work situations. Students should participate when possible in establishing classroom policies. The policies should be made clear to all concerned and be consistently upheld.

Managing Student Behavior

Handicapped students often enter the VEH program with very low self-concepts since many have frequently been programmed to accept failure. This underscores the need for reinforcement of desirable conduct, and development of strategies for changing undesirable behaviors.

Using Behavior Modification Strategies

Behavior modification may be utilized in managing VEH students. Behavior modification strategies may be used to change behavior, maintain or increase the occurrence of present behavior, or establish new behavior. The behavior modification process for learning involves restructuring of the external environment so that students receive motivation for appropriate responses. Behavior modification focuses only on behaviors that are both observable and measurable and is always directed toward improvement. It attempts to teach or improve specific skills and tasks that students failed to learn through positive teaching procedures.

The key to behavior modification is that desirable behavior is rewarded or reinforced and undesirable behavior is not. When a behavior is reinforced, it tends to be repeated.

Two goals are sought in the utilization of behavior modification: (1) teaching the student a desired behavior, and (2) eliminating undesirable behavior. The goals are accomplished through reinforcement and time. Steps must be taken gradually to reach the desired behavior.

Two types of reinforcement can be used: (1) tangible reinforcement, which involves the giving of some object such as tokens, candy, toys, food, and money; and (2) non-tangible reinforcement, which is interpersonal and includes verbal praise, smiling, attention, and physical contact. Tangible reinforcement must be used sparingly keeping in mind that these must some day be removed. When used properly, reinforcements have proven effective with handicapped students.

Behavior modification approaches include: (1) operant conditioning--giving reinforcement in an attempt to develop new behavior; (2) contingency management--reward given upon completion of a certain task; and (3) behavioral modeling--providing acceptable behaviors given by acceptable models to be copied by students. Behavior modification techniques have proven to be successful in eliminating undesirable behaviors and promoting desirable behaviors. The advantages of using behavior modification are that it improves communication, provides control over behaviors, and adapts to any subject or problem area.

VEH teachers are confronted at times with deviant or unacceptable behaviors that become obstacles to progress of any sort. When confronted with inappropriate behavior, teachers can utilize the following procedure for decreasing the behavior. First, the behavior is defined and measured in the most objective manner possible. Second, a means of treating the behavior is selected, such as extinction, time-out, differential reinforcement, or punishment. Finally, progress toward a specified level or frequency of the desired behavior is monitored until the desired behavior is achieved.

The means of treating undesirable behavior that is employed must be appropriate for the situation, the student, and the teacher. The VEH teacher can utilize four basic procedures for changing inappropriate behaviors. These four procedures are described as follows:

- 1) Extinction--removal of reinforcement for undesirable behavior. It is important to correctly identify the reinforcer responsible for the undesirable behavior. Once the reinforcer is removed, the initial response may be an increase in the frequency or degree of the behavior. This initial increase in the behavior is an important consideration when selecting a method to stop physical abuse.
- 2) Time-out--brief removal of the student from all sources of reinforcement. This technique can prove effective in cases where extinction is difficult to employ because withholding of reinforcement is impossible or inconsistent.
- 3) Differential reinforcement of other behaviors--reinforcing a desirable behavior to eliminate an undesirable behavior. When this method is used, the desirable behavior selected for reinforcement should not be compatible or sequential to the inappropriate behavior. The reinforcement must gradually be reduced.
- 4) Punishment--employing an adverse stimulus following an unacceptable behavior produces a decrease in the behavior. Punishment is highly controversial and should be considered only after other methods of eliminating undesirable behavior have proven unsuccessful.

Coping with Antisocial Student Behavior

Teachers in a VEH program must be prepared to face antisocial behavior exhibited toward authority figures and peers. These behaviors can be either verbal or physical. Teachers need to develop strategies for handling antisocial behavior that will prevent students from harming themselves, other students, or the teacher. To avert the possibility for the occurrence of this type of behavior, the VEH teacher should avoid highly emotional situations or topics, or approach these areas with caution.

Promoting Mental and Physical Health

A method for promoting desirable student behavior that is effective for all types of classes is relieving tension through the development of good mental and physical health. VEH teachers can utilize this method in their personal lives. The teacher who is relaxed, confident, healthy, and prepared can more adequately handle problem situations. VEH teachers can also utilize this method by helping students work toward good physical and mental health. Students who are in good health and possess a positive attitude will be inclined to be more cooperative. Teachers should develop a repertoire of tension-relieving techniques for themselves and for students to use in averting problems.

Encouraging Self-Discipline

The goal for managing student behavior is to help students move toward effective self-discipline. As students make progress in self-discipline, their chances for occupational success are greatly increased. Also, students who are self-disciplined contribute to a well-disciplined class, with increased learning opportunities for all students. Teachers should have this in mind when developing strategies for managing students' behavior.

CHAPTER VIII

CLASSROOM INSTRUCTION AND MANAGEMENT

Students in Vocational Education for the Handicapped programs have a wide range of needs, abilities, interests, backgrounds, and levels of motivation. This presents VEH teachers with the challenge of planning, developing, and implementing instructional programs that will meet the needs of students with a variety of learning styles.

Classroom instruction in a VEH program involves skill in the planning and execution of instruction. Effective use of curriculum content, teaching techniques and methods, instructional materials, and evaluation procedures is essential. The VEH teacher needs these skills in order to match instruction to each student's needs and abilities.

Planning

In recent years the educational systems in our nation have begun to expand programs to provide educational opportunities for handicapped persons. School officials responsible for the improvement of curriculum are constantly searching for answers and solutions to problems that were not present before. Generally, schools have accepted more liberal attitudes toward student behavior. Directly or indirectly, changing societal factors influence curriculum content and development for any audience.

Bases for Planning

One of the primary things to consider in the development of an instructional plan is the purposes of the program area. The appropriate state vocational education program standards provide guidelines for program development that must be adhered to when planning a program. The program standards identify program objectives, purposes, requirements, and approvable schedules and programs. Also covered are facilities, equipment, supplies, instructional materials, advisory councils, program planning, course content, youth leadership organization, evaluation and follow-up, and certification and qualifications of teachers. It is important for the VEH teacher to use the program standards when planning the VEH program to insure a program that meets state and federal guidelines.

While the program standards offer guidance for program development, they still leave much individual planning to meet students' needs to the teacher. This allows the VEH teacher freedom in planning to meet the variety of needs, interests, backgrounds, abilities, and levels of motivation of each student. In considering the students, the teacher should remember the following:

- 1) View each handicapped student as an individual.
- 2) Determine areas in which students can develop abilities.
- 3) Focus on strengths rather than weaknesses of students.

- 4) Realize that handicapped students are capable of learning a variety of skills.
- 5) Develop realistic objectives for students to experience achievement and success.
- 6) Progress gradually toward higher levels of objectives and increased achievement.
- 7) Expand the levels of objectives to include experiences in all domains of learning.
- 8) Remember that the goal for each student should be employability.

Information on students can be obtained in several ways. VEH teachers can learn a lot about their students through observation. School records can supply valuable information about students such as overall scholastic achievement, medical records or notes, special interests or achievements, and results of formal testing. The students or their parents or guardians can provide information by completing personal information forms. These forms should be strictly confidential and seek only information pertinent to the student's vocational program. Other teachers and school personnel can provide assistance in gaining a better understanding of each student. The teacher can formulate a more realistic, meaningful program if a composite of information on students is obtained through a variety of resources.

VEH programs can be planned in basically the same way as regular vocational programs. VEH students may spend longer or shorter time periods in school programs than other students. This would necessitate some changes in regular plans. Basic modifications can generally be employed to facilitate the planning process. First, the content and rate of instruction should be adjusted to fit the students' abilities. Secondly, the learning segments should be broken down into smaller steps or sequential tasks. Next, plans should be made to include a variety of materials, methods, and approaches suitable for a wide range of learning styles. Finally, additional services from the staff should be provided such as counseling, job placement, bilingual instruction, and tutoring.

Task Analysis

Task analysis is a useful strategy in developing curriculum. The goal of task analysis is to produce a sequence of steps that build to accomplishment or mastery of a skill. A task statement describes what is to be taught and assessed but does not prescribe methods of teaching or assessing.

A basic outline of how to conduct a task analysis is given below:

- 1) Determine the behavioral objective you wish students to achieve.
- 2) Review resources that pertain to the objective.
- 3) Distinguish the component steps of the objective.

- 4) Sequence the steps in a logical order.
- 5) Analyze the steps and eliminate repetitive or unnecessary steps.
- 6) Determine prerequisite skills or knowledge needed.
- 7) Evaluate student progress.
- 8) Alter the tasks and sequence as needed.

Instructional Materials

Instructional materials provide support for lessons, help in meeting program objectives, and assist in meeting the students' needs. Materials reinforce subject matter which is necessary for learning. Lessons can be improved when instructional materials are used wisely.

Handicapped students need instructional materials designed specifically for their needs. One of the most crucial considerations is the reading level of the material. Other considerations include the age, learning patterns, areas of training, and interests of the students. The VEH teacher's responsibility is to match instructional materials to the students' needs and abilities. This can be accomplished in several ways. Some materials are developed specifically for learners with special needs. These materials and some regular sources can often be used as is or adapted to make them more suitable for specific needs. If appropriate materials are not readily available, teachers can create their own. Whichever methods or combination of methods is used in obtaining instructional materials, the goal remains the same--meeting the educational needs of each student.

Adaptations

Adaptations of regular instructional materials can be made to help handicapped students. Adaptations follow for several handicapping conditions: 1) limited use of hand(s), 2) incoordination, 3) immobility, 4) learning problems, 5) visually handicapped, and 6) hearing impaired.

A student who has limited use of hand(s) either has a physical condition which prevents normal use of the hand(s) or has only one hand that is capable of functioning. The handicapping condition may result from total arm amputation or partial hand disability. The condition may be permanent or temporary. Some guidelines for working with students with limited use of hand(s) include:

- 1) Develop a brace device or weight clamp to assist the students in holding objects.
- 2) Enlarge the handle or grasping edge of equipment when possible.
- 3) Provide alternative means of manipulation such as arm, knee, foot, or chin devices to operate machines.

Incoordination is the lack of ability to combine body movements harmoniously. Students with this condition may only lack muscle control of fine motor movements or they may be required to wear braces over entire body because of uncontrolled movements. The guidelines for working with these students include:

- 1) Tape papers to the table to prevent the student from dropping them on the floor.
- 2) Laminate papers before you give them to students. The papers will be easier for them to handle, can be wiped clean, can be written on, can be dried without damage, and can be used again.
- 3) Place magnetized pieces on a metal board when using games.

Immobility may temporarily or permanently disable a student. The student may have limited ability to stand, bend or walk without pain, or may be required to use ambulatory aids. The guidelines for working with this particular condition are the same as for students with limited use of hand(s) and incoordination.

Modifications for students with learning problems include fewer physically adaptive devices. These modifications are primarily adaptive teaching techniques or methods. The guidelines are listed below:

- 1) Keep information at the appropriate reading level.
- 2) Keep written and spoken material brief and simple.
- 3) Utilize visuals and audio-visuals frequently.
- 4) Accept verbal or illustrative responses to questions and tasks.

Students who are visually handicapped may need the following adaptations:

- 1) Convert printed material into braille or large type.
- 2) Put frequently used material on cassette tapes or records.
- 3) Seek services such as readers and interpreters.
- 4) Obtain special equipment such as electronic scanning devices or extra lighting equipment.

Students with hearing impairments may need modifications such as these:

- 1) Simplified written versions of cassette tapes and other audio materials.
- 2) An interpreter or tutor to relate verbal messages.
- 3) Captioned filmstrips, charts, and visuals.

Selection and Development

Much consideration should be given to the selection and development of instructional materials for handicapped students. One important element of instructional materials for the handicapped is concise, clear, easy-to-understand directions. Another key aspect is well-illustrated, simple-to-follow procedures. Consideration must be given to the specific handicaps of each student. If you have visually handicapped students, develop tape recordings so they can listen to the lesson. Visually handicapped students can read papers more easily if they are typed in large print. Blind students will need papers and books printed in braille. On the other hand, auditorially handicapped students require visual rather than oral materials.

Because the needs, abilities, and interests of students vary, it will be necessary to develop and seek instructional materials that will help each student reach educational goals. Many handicapped students tend to have a limited attention span. By adding variety to the classroom in the form of different types of instructional materials, student interest is increased and the needs of your students is better met. A list of audiovisual aids to consider includes:

Magnetic Boards	Records
Actual Objects	Tapes (reel-to-reel or cassette)
Films, Filmstrips, Slides	Videotapes
Television	Graphs, Charts, Diagrams
Radio	Flip Charts

Instructional materials should be developed as needed to reach each individual, stimulate student interest, motivate students to learn, and help students achieve objectives.

Sources

VEH teachers need to know where to turn for information on teaching the handicapped. A well-organized advisory council should be able to provide much helpful information. For additional information, consult the instructional materials center serving the specific vocational education program. The addresses of the instructional materials centers in Texas and the services each center provides are listed below.

Instructional Materials Center
The University of Texas at Austin
Main Building 2400
Austin, Texas 78712
--Distributive Education
--Industrial Education

Vocational Instructional Services
F.E. Box 182
College Station, Texas 77843
--Agriculture Education
--Industrial Education

Occupational and Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, Texas 75428
--CVAE
--Health Occupations
--VOC
--CVAE-ODP

Home Economics Instructional Materials Center
Texas Tech University
P.O. Box 4067
Lubbock, Texas 79409
--Home Economics Education

Many agencies, industries, businesses, and organizations offer free or low cost materials for special needs students. Names and addresses for some of these sources can be found in the Reference List accompanying this handbook.

Instruction

The academic phase of instruction should provide information and experiences to help the handicapped student learn to cope with everyday problems, develop a positive identity, aid in job preparation, and develop an understanding of community responsibility. Instruction should include basic topics necessary for adults to function in society, such as: various forms of job applications, recognizing and reading safety signs, using the dictionary and telephone directories, and developing a vocabulary necessary for specific job areas. Units can be developed on such topics as banking, insurance, voting, legal requirements, and community resources. Safety on the job is another area that should be included in the curriculum.

Handicapped students should be prepared in school to know about the needs and demands of specific work situations. Instruction should be realistically oriented toward vocational goals. The VEH curriculum should act as a bridge to help handicapped persons broaden experiences and develop attitudes and personality traits that will help them gain future employment and become self-supporting, productive members of the society.

Motivation

A key factor in the success of any VEH program is motivation. Motivating handicapped students may be accomplished through opportunities for frequent success and accomplishment. Tasks can be sequenced so that students begin at suitable levels and progress to higher, more proficient levels of accomplishment. The teacher should remember that what motivates one student may not motivate another. Although no set rules for motivating students can be given, some basic principles can be applied.

First, motivation is a technique which stimulates student learning and participation in the classroom. A variety of teaching materials, visual aids, ideas, and resources help motivate handicapped students. Introducing one step of a task at a time, giving directions slowly, and presenting subject matter that is relevant and at the student's level enhances student success and subsequently, student motivation.

Secondly, motivation is increased when students are convinced that someone believes in them. Confidence is encouraged by identifying individual interests, letting the students express their feelings, planning activities to meet students' physical and emotional needs, and using frequent reinforcement. As students progress and mature, reinforcers can be gradually decreased to help students become more self-motivated.

Finally, providing a comfortable, attractive, functional environment helps to create student motivation. Care should be taken to avoid over- or under-stimulating students through environment or techniques. Work areas and desks or tables should be arranged to give the teacher easy access to all students and to allow students to see demonstrations and other instructional activities. Other elements such as lighting, ventilation, and room temperature should be controlled to provide a pleasant learning atmosphere.

Teaching Techniques

As in any teaching situation, teaching in a VEH program requires matching of teaching techniques to student characteristics and needs. Therefore, in selecting techniques, VEH teachers should first look at the characteristics and needs of their students, then decide which techniques will be most effective. The chart on pages 71-73, Figure 6, describes recommended teaching techniques for students with various learning characteristics.

These techniques are recommended as general guidelines. If one particular technique is not working, another technique should be employed. After working with students for a while, teachers can more easily identify those techniques that work best for different students and those with which they feel most comfortable.

Students in a VEH program differ in physical and mental abilities, personal needs, strengths, and interests. Some students need a great deal of guidance and some very little. Because each individual is unique, the teacher must implement a variety of instructional methods in the classroom to reach each individual student and help each to achieve. Two basic methods of instruction used frequently by VEH teachers are individualized instruction and group instruction.

Individualized Instruction

In individualized instruction, the VEH teacher has a different role than the teacher in a traditional classroom. Individualized instruction involves flexibility and uniqueness. Each VEH program may implement individualization in a different way, but there are some basic concepts and characteristics which apply to all programs.

The teacher should know the level, needs, and interests of each student before using individualized instruction in the classroom because this type of instruction is centered around these factors. Because students in a VEH program are at different levels, individualized instruction allows them to learn on their level of ability. It permits the teacher to give extra attention to individual needs and interests. In a program using individualized instruction, students are allowed to learn through materials and means related to their handicaps. For example, blind students can profit when they have personal contact with the teacher or when given the opportunity to learn subject matter in braille or by listening to a tape. Deaf students learn when they receive individualized instruction in visual forms.

Students become more active and involved when individualized instruction is used in the classroom because they are moving about the room and using a variety of resources and media with other classmates or the teacher. Students are stimulated when they experience individual success and personal achievement. The teacher can also use individualized instruction experiences to keep students busy and involved when working with other students.

When using individualized instruction, the teacher works more on a one-to-one basis. The problems created by short attention spans are decreased by a one-to-one relation between teacher and students. The teacher's role becomes more that of a guide rather than that of a lecturer. This enables the teacher to analyze individual students and organize materials to enhance their learning. Individualized instruction is student-centered and helps to encourage and motivate students to learn.

Group Instruction

The VEH teacher may wish to use group teaching in the classroom. The amount of time and supervision needed will depend upon the activity and the group.

Large group instruction can be used to introduce a topic or to present basic information which is needed by all students. When working with students in a large group, the teacher should provide alternative assignments and activities designed to meet the unique needs of the students.

Large group instruction is effective when it is followed by small group discussions. The small group situation helps the teacher assist learners and enables the teacher to identify and diagnose their learning problems. The small group is a good place for students to participate in an activity or demonstrate a skill. Learning is further enhanced when small groups are broken down for individualized instruction and consideration is given to individual learning disabilities. The sequence, large group followed by small group followed by individualized instruction, can be used to introduce a unit, generate ideas during a unit, or reinforce or evaluate at the conclusion of a unit. The size of the group will depend on the nature of the activity. Students can be grouped arbitrarily or by special interests, needs, and abilities.

When working with students in a group, tutorial help may be necessary. Students who are having difficulties with a task should be encouraged to try another method until they discover a technique that will work for them. Depending upon the physical handicap of a student, the teacher may decide that an individual is not capable of performing a task or that the task needs modifications to assist the student in accomplishing the task.

Group instruction is enhanced by the team teaching approach. Team teaching is a method of instruction in which a group of teachers or a teacher and aide work together to instruct and teach students. Team teaching can be used to meet the varying needs of each student and to utilize varying skills of each teacher.

The type of instruction used in a classroom will depend on the program and the students involved. But whatever the type of program, a flexible environment and a variety of media and instructional resources designed to meet the unique needs of students will enrich learning and will enable the teacher to meet their needs, abilities, and interests.

Evaluation

Evaluation can be an effective tool for helping students see their own growth. Objectives should serve as the basis for all evaluation in the VEH program. Evaluation judgments in the program should be based (at least in part) on data and information obtained through the use of sound measurement procedures and techniques. A variety of procedures and techniques should be used to obtain the data and information necessary to make an evaluative judgment. Work done in class and simple projects, reports, self-evaluative instruments, and tests are some of the types of student work currently used as a basis for measuring student growth in VEH programs.

The evaluation technique that is best for one student may not be best for another. The type of evaluation used will depend upon the mental and physical handicaps of the students.

A pencil-and-paper test is one of several ways to evaluate cognitive objectives and is one of the most frequently used methods employed by teachers. It is used to evaluate knowledge and intellectual skills and sometimes to evaluate affective objectives. Although a written test cannot effectively appraise psychomotor skills, it can be used to evaluate the principles that accompany these skills. A pencil-and-paper test should be simple and require very little reading and writing. Deaf students can be given a pencil-and-paper test. If pencil-and-paper tests are given to visually handicapped students, the test should be in large type or braille as appropriate.

Oral tests are especially useful in evaluating visually handicapped students. Oral tests can also be used to identify errors in students' understanding and reasoning. By asking probing questions, the teacher can determine why a student answers a question incorrectly. Such information is extremely useful to the teacher. Oral testing also reveals how well students can apply their knowledge to new situations, though this can be tested by pencil-and-paper tests as well. Role playing various occupational situations can be used successfully in this type of oral testing.

A visual test with actual objects may be used effectively in a VEH program. Questions should be asked orally for visually handicapped students and should be written on large cards for auditorially handicapped students. Having students identify and work with actual objects will make testing easier for them and is an excellent means of measuring learner achievement.

The trainable mentally retarded should be evaluated by the teacher through such non-test devices as checklists, rating scales, and score cards. Reporting forms, including project reports, diaries and logs, questionnaires, anecdotal records, and autobiographies, can be used to evaluate skills, knowledge, and personal qualities. Audiovisual techniques such as tape recordings, films and filmstrips, photographs, slides, transparencies, pictures, cartoons, and graphs are also useful for evaluating personal qualities, knowledge, and skills.

Evaluation should be a continuing process so that the teacher can determine the student's progress and readiness to go on to the next learning experience. Evaluation should be based on what the student has or has not learned, not on how well or how fast the student has learned compared to other students.

FIGURE 6

INSTRUCTIONAL TECHNIQUES

<u>Characteristics</u>	<u>Techniques</u>
(1) Limited reading and writing ability	-Limit use of written material -Utilize visuals and audio-visual information -Practice brief reading exercises -Simplify vocabulary -Select materials with appropriate reading level -Label tools and equipment -Pair or group students -Show relevance of reading to vocational and life success
(2) Low levels of aspiration	-Provide experiences that promote feeling of self-worth -Supply role models with whom students can identify -Explore a wide variety of feasible career options -Practice value-clarification and goal-setting -Utilize role play and work simulation strategies -Develop community contacts
(3) Short attention span	-Provide short periods of work -Vary experiences to include some active and some concentrated work -Utilize motivational techniques -Supply tasks at students' level to maintain interest -Provide materials which are interesting and relevant -Use short, frequent repetitions -Encourage active participation
(4) Deal with real and concrete rather than abstract ideas	-Base instruction on experience when possible -Work from concrete to abstract -Provide opportunity to practice and repeat in a variety of ways -Utilize real experiences related to class instruction -Clarify relationships during instruction

FIGURE 6 (CONT.)

<u>Characteristics</u>	<u>Techniques</u>
(5) Learn best by doing	-Plan "hands-on" experiences as much as possible -Encourage active participation -Practice "overlearning" or continue practice past initial mastery of task -Stress accuracy rather than speed -Provide opportunities to practice and repeat -Progress one step at a time with tasks -Use community resources to increase relevance of teachings
(6) Difficulty in handling relationships/inability to recognize past learning	-Review past experiences occasionally -Repeat tasks in a variety of settings -Practice tasks in situations in which they will normally be used -Progress from simple to complex -Point out relationships; do not assume they are understood -Utilize actual or realistic samples, tools, and equipment -Base instruction on student's experiences -Summarize frequently
(7) Limited self-direction; needs structure and order	-Be firm, consistent, and clear -Provide an atmosphere of low tension and stress -Give clear, simple instructions -Repeat directions and information frequently -Utilize directions with simple pictorial or descriptive steps -Be positive and direct -Limit number of rules to basic necessities -Develop rules cooperatively -Encourage self-confidence
(8) Motivated more by outside forces than internal ones	-Reinforce desirable behaviors -Use a gradually declining system of rewards -Work from tangible toward nontangible rewards -Utilize motivational techniques -Encourage self-confidence and self-direction -Expect ups and downs in student achievement

FIGURE 6 (CONT.)

<u>Characteristics</u>	<u>Techniques</u>
(9) Poor self-concept and fear of failure	-Design instruction that allows students to experience frequent success -Use small, progressive steps that show accomplishment -Point out and utilize students' strengths -Encourage student participation in class, school, community, and youth organization activities -Reinforce desirable behavior -Expect students to do well -Involve all students as much as possible -Encourage improvement in grooming and social skills -Be consistent and fair with students
(10) Depend on one sense more than others	-Utilize materials that appeal to as many senses as possible -Determine the sensory mode through which the student learns best -Develop experiences that require students to use a variety of senses -Build toward increased tolerance of self and others -Investigate for physical causes of dependency on one sense
(11) Display antisocial behavior	-Keep records of behavior and analyze periodically -Use skills of counselors and resource persons in dealing with antisocial behavior -Consult other teachers, resource persons for assistance in dealing with atypical behavior -Teach socially acceptable behavior -Check for physical causes of unacceptable behavior -Use role plays and simulations to depict acceptable behavior -Provide acceptable energy outlets -Expect some ups and downs in behavior

CHAPTER IX

LABORATORY INSTRUCTION AND MANAGEMENT

Efficient laboratory management is essential to the successful operation of the VEH program. Effective laboratory management involves development of procedures for controlling equipment and supplies, maintaining laboratory facilities and equipment, organizing students, maintaining business and industry standards, evaluating students' laboratory work, and sharing the laboratory with other teachers.

Control of Equipment and Supplies

A system of providing equipment and supplies for student use is an essential part of laboratory management. The system used must be designed to keep losses at a minimum, keep equipment in working order, teach students to assume responsibility, keep the laboratory neat and orderly, and promote safety. The system should also approximate that used on the job in the occupational area.

Effective control of laboratory equipment and supplies contributes to:

- 1) Teacher accountability.
- 2) Wise use of public funds.
- 3) Encouraging good work habits.
- 4) Discouraging theft, loss, or damage of equipment and supplies.
- 5) Elimination of interruptions or delays in planned laboratory experiences.
- 6) Maintaining student morale.
- 7) Elimination of safety hazards.

Storage Facilities

Storage facilities vary greatly among the different vocational program areas, but a few basic considerations apply to all of them.

- 1) Frequently-used equipment and supplies should be located near the work area where they are used first.
- 2) Frequently-used equipment and supplies should be arranged and located where they are easy to see, reach, grasp, and replace.
- 3) Items which are used together should be stored together.
- 4) Only identical items should be stacked.
- 5) Unlike items should only be stacked one row deep and one layer high.

- 6) Items should be placed at a convenient height for all students including those in wheelchairs.
- 7) Room at the top and sides for grasping and replacing items should be provided.
- 8) Items should be turned so they are easily reached and grasped.

Storage may be centralized, decentralized, or a combination. Centralized storage is appropriate for tool kits or food storage. Decentralized storage is appropriate for tool panels near work stations. Often both types of storage are necessary for the tools, supplies, and equipment used in a program.

Student Involvement

Student participation in equipment and supply control not only assists in management of laboratory equipment and supplies, but provides realistic job-related training as well. Student involvement in a VEH program must be based on the students' abilities. Certain handicaps may prohibit student participation in some aspects of equipment and supply control. Specific student assignments may include receiving and issuing supplies, checking cabinets of expendable supplies, or issuing supplies from the laboratory. In most cases, control activities should not take more than a few minutes of each laboratory period. However, one or more students might be assigned full time to the receiving, storing, and issuing station for a number of consecutive laboratories.

Although students should be involved in equipment and supply control, the teacher must assume the ultimate responsibility. The teacher, therefore, should build safeguards and double-checking into the system used just as management does in business and industry.

Supply Distribution and Inventory Control

Distribution methods selected for use in the VEH laboratory should be similar to those used in the occupational area in business and industry. The supply distribution system should be clearly understood by the students. They must know the procedures to follow for obtaining supplies. Supply cabinets and storage areas should be kept locked when not in use.

A system of inventory control for consumable supplies is a necessary part of laboratory management for several reasons:

- 1) Inventory-control insures that the teacher knows when new supplies are needed and prevents unnecessary purchase of new supplies.
- 2) An effective inventory system helps insure wise use of public funds.
- 3) An inventory-control system helps prevent pilferage and vandalism.
- 4) The program is of greater educational value when the control system is similar to that used in business or industry.

A card-file inventory control system is appropriate for the VEH laboratory. Each card represents an individual item and can be deleted or replaced easily.

Consumable supplies are often handled by a perpetual-inventory system. Such a system helps the teacher maintain adequate supplies because the inventory clearly indicates at all times the quantity of each item on hand. Each supply inventory card or sheet gives the name and specifications of the item and the amount initially purchased. The amount used is recorded and subtracted from the total, leaving the balance on hand. When the quantity of the supply drops below a set amount, the teacher requisitions purchase of additional quantities.

When appropriate, student involvement in the inventory of supplies presents an excellent teaching opportunity. Student involvement increases familiarity with quantity and size designations used for various supplies. Learning inventory procedures also helps students acquire occupational skills. However, since the teacher is responsible for accuracy of the inventory, close supervision of students while taking inventory is essential.

Estimating Supply Needs

One of the teacher's most difficult tasks in laboratory management is estimating the quantity of supplies needed to carry out various laboratory experiences. Estimating the quantity of supplies needed should be based on the amount used in the past and on anticipated future use as determined by planned laboratory experiences and program objectives. With experience, the teacher can determine the amount of supplies needed for each laboratory activity. Maintaining careful records can increase the teacher's competency in estimating supply needs. Because varying student abilities cause students to use different quantities of supplies in mastering a task, no supply-estimation method is foolproof. In addition, estimating supply needs is more difficult in programs which provide customer services than in programs which do not.

Handling Money

When customer services are provided, a careful system for handling any money received must be worked out with the school administration. If learning to handle money is a part of the students' learning, the procedure developed should resemble the system used in related businesses. Adequate controls must be built into the system just as they are in business. Because of legal implications, the teacher should be certain that the system developed meets the approval of school officials and is strictly followed.

Using an undesignated cash account for supply purchases (even for minor and emergency supplies) is strongly discouraged. (This is cash kept by the teacher which is handled without school authorization.) There are several valid reasons against use of an undesignated cash account.

- 1) Since such accounts are not audited, the teacher is vulnerable to charges of misappropriations of funds.
- 2) The classroom or laboratory does not have proper facilities for safeguarding cash since desks and file drawers were not designed for this purpose.

- 3) The bookkeeping necessary to maintain a petty cash account is quite time consuming. It is much better to work out satisfactory procedures for obtaining supplies with the school administration.

Equipment Maintenance

VEH laboratories may contain complex and expensive equipment. The VEH teacher must see that the equipment is maintained in operable and safe condition. The teacher must provide a functional maintenance plan which provides for routine and preventive maintenance in addition to major and minor equipment repairs.

Equipment should be viewed as a necessary instructional tool and be kept in good working order. This may be handled in several ways. Many teachers learn to do a part of the equipment service and repair themselves, but this should not mean that equipment is serviced only when it breaks down. It should be remembered, however, that without prearranged service agreements, repairs may be delayed while service is requisitioned. In addition, the firms servicing equipment often take care of regular customers before responding to emergency service requests of occasional clients.

Routine Maintenance

Routine maintenance contributes to a safe environment for students, teacher, and patrons. Routine maintenance includes general cleanup and inspection, and minor repair of tools and equipment. In addition to regularly scheduled measures, an essential part of the routine maintenance program is keeping frequently needed parts and supplies on hand.

Some types of routine maintenance may be performed by students under careful teacher supervision if it is of educational value. Care should be exercised in checking students' abilities and health records before assigning them to maintenance tasks. Students assigned to such duties must be given thorough instructions relating to the maintenance tasks. They should follow definite schedules and use checklists to insure thoroughness. Avoid having students perform maintenance tasks which require advanced technical skill or which would not be performed by an employee in an actual job situation.

Preventive Maintenance

Preventive maintenance involves regularly scheduled inspection and service designed to detect potential causes of breakdowns, malfunctions, and hazards before they occur. Preventive maintenance increases the life of equipment, reduces repair and replacement costs, and increases equipment safety.

A preventive maintenance program for Vocational Education for the Handicapped laboratory should include:

- 1) Inspection of all equipment periodically
- 2) Performance of needed services
- 3) Replacement of parts and equipment periodically
- 4) Maintenance of inspection report records

One way to keep inspection reports is to set up a file for equipment records. One side of the equipment card gives the item name and description, identification number, and location record. The other side of the card is for maintenance records, warranty information, and final disposition of the equipment.

The checklist for preventive maintenance described previously may be adapted to fit most equipment. The checklist may be used by students capable of conducting inspection checks as a part of their laboratory work assignments.

Student Involvement

Students often participate in maintenance activities. However, the degree of student involvement varies and depends on the occupational area in which training is offered and each individual student's capabilities. Regularly scheduled maintenance activities in which students participate present efficient and realistic approaches to problems which students will be facing in actual job situations.

If appropriate, each student should be given maintenance assignments similar to those given employees in related occupations. This insures that students acquire the knowledge and skills to properly care for and service tools and equipment used in the occupational area according to manufacturer's instructions or accepted standards.

Involvement in equipment maintenance helps the student realize the importance of proper care for all laboratory materials. Such care maximizes the use of available equipment. However, the teacher should carefully assess the student's capabilities before assigning maintenance tasks.

Regardless of the occupational area, students should be taught to recognize danger symptoms of equipment. Knowing when equipment needs repair or when parts need replacing is essential for safety and for efficient maintenance of equipment. These skills are the marks of a competent, well-trained worker.

Teacher Involvement

Many VEH teachers prefer to make minor adjustments and repairs for equipment in their laboratories themselves. It is sometimes more expedient to repair the equipment themselves than to follow administrative procedures for requesting services. Safe procedures should always be followed. Major repairs should not be made by the teacher or by students because of the excessive time required.

Maintenance and Repair Plan

The budget for each fiscal year should include funds for all maintenance and repair jobs which are not performed by the teacher and students. This should include cost estimates both for routine and preventive maintenance and for emergency repair services. Written agreements should be obtained for regular and emergency services. Development of effective laboratory maintenance plans necessitates familiarity with supply and service organizations in the occupational area for which training is provided.

Maintenance agreements for all types of equipment should follow accepted school requisitioning procedures. Remember that maintenance agreements commit a definite portion of the program's budget.

Maintenance agreements help to insure that laboratory equipment is kept in good working condition. Such agreements are for a specified period of time--usually the school's fiscal year. The VEH teacher is responsible for reporting whether the service is performed in accordance with the agreement.

Some services may be performed more economically by the school's maintenance department. Requests should be made according to local school policy.

The VEH laboratory maintenance plan should indicate the task, the person responsible, and how often the task should be performed. The objective of the plan should be maintaining a safe and efficient laboratory.

If the plan includes student participation in maintenance, the number of students needed for such tasks and the extent of their participation should be clearly indicated in the teacher's overall plan for managing the students' laboratory activities.

Organizing Students in the Laboratory

The Vocational Education for the Handicapped program must provide opportunities for all students enrolled to become familiar with and learn to use the equipment in the laboratory. An organized approach with assignments of students to specific work areas or tasks is necessary to insure that students acquire the necessary skills and competencies needed for employment in the occupational area.

To effectively manage the VEH laboratory and help gain the respect of students, the teacher should observe the following practices:

- 1) Students should not be permitted to operate laboratory equipment before acquiring the skills necessary. Physical injury or equipment damage may result from improper usage.
- 2) The laboratory should maintain a job-oriented environment. It should be organized like related businesses or industrial operations. All students should be assigned specific responsibilities that are appropriate for their particular levels of ability.
- 3) To make laboratory experiences more like actual business or industry situations, students assigned to the appropriate roles should be involved in obtaining the necessary supplies.

Laboratory experiences should resemble those in occupations they simulate. Students should, therefore, be involved in operating and managing the laboratory. In addition, the teacher should not work in the laboratory instead of the students. Some teachers place so much emphasis on the quality of the product that they take over its production at the expense of student learning. Other teachers, seeing the students' inexperience and frequent mistakes, assign only clean-up tasks and other low-level tasks to them. Teaching opportunities are lost if students are not involved in laboratory operation and management as much as possible.

Involving Students in Laboratory Management

Why should students be involved in laboratory management activities? Occupational laboratories closely resemble small business and industry operations. In the VEH laboratory, as in commercial or industrial operations, worker safety, record keeping, storage of materials and supplies, equipment maintenance, customer relations, inventory records, and the security of the facility are important aspects of daily operation. In addition, each occupation requires specialized skills.

An effective plan to involve students in laboratory management can be valuable for several reasons:

- 1) It relieves the teacher of many routine but important tasks.
- 2) It provides for a smoother running laboratory operation.
- 3) It helps students develop self-confidence.
- 4) It simulates actual work situations and conditions.

Meeting Program Objectives

In programs that depend on work furnished by customers, teachers must make special efforts to secure work necessary to fulfill program objectives. Contractual work can also be utilized effectively in VEH programs as this type of work eliminates over- or under-estimating amounts of products and supplies needed and reduces operating costs for the program. Some teachers notify the school staff that their students need specific types of work or are offering a specific service. Others use advertising quite effectively.

Matching Students to Job Areas

In a VEH program, it is crucial to consider each student's skills and abilities before assigning a task. Certain handicaps and health conditions may prohibit assignment to tasks that could be potential hazards to the student or to public health. It is important to provide students with training in as many skills as possible, while giving consideration to each student's capabilities and limitations.

Task Progress Charts

Task progress charts are one way to maintain accurate records of student achievement and to insure that students meet course objectives. The charts can be used to keep students informed about their progress in accomplishing tasks necessary for job placement. Laboratory assignments can also be made based on the individual student's needs as revealed by the progress chart. Task progress charts can be utilized by the Vocational Adjustment Coordinator in job placement as they provide an accurate, concise record of the student's skills.

Laboratory Assignments

The primary purpose of the Vocational Education for the Handicapped program is to teach students skills and knowledge necessary for employment in suitable jobs in the various vocational areas. Therefore, scheduling and organization of laboratory activities and experiences must insure that students gain as much proficiency as possible in the various tasks necessary for successful job performance. Some students may have the capacity to master several different jobs in one or more occupational areas. Others may need to focus on mastering tasks for a particular job area. If training in more than one area or skill is possible, then laboratory experiences should be rotated as appropriate.

Assignments may be skill-oriented, where students learn to perform certain tasks, or function-oriented, where students assume personal roles typical of the occupation. Time periods may vary for assignments. In skill-oriented rotation systems, work assignments are made on the basis of each student gaining experience in as many tasks as possible rather than on work completion records.

When function-oriented assignments are used, students are assigned to personnel positions which are typical of the occupation. Assignments are made for specific periods of time. Students rotate from one position to another if they are capable of performing the tasks necessary for that role. Ability to perform personnel roles effectively may be as important as being able to operate equipment properly. Student participation in various aspects of laboratory work should be similar to that encountered in an actual employment situation.

Because students' abilities vary, their laboratory experiences should be coordinated with their ability level and occupational area. Accurate records of students' accomplishments in various tasks and job areas should be maintained. Laboratory grades should correctly reflect the students' performance in all aspects of laboratory work. The percentage value of each aspect of laboratory work must be determined by the teacher.

Student Attitudes and Behavior

Promoting business-like attitudes and self-discipline in students is an important part of the VEH program. Visitors to the program can easily detect student interest and attitudes toward their work. Visitors also notice the appearance of the laboratory and of students and teachers. Many visitors are critical of the program if they see an unsanitary and disorganized laboratory. These observations build the visitors' impressions of the Vocational Education for the Handicapped program. Hopefully, the impression will be one of a well-organized, well-disciplined operation.

Students should be directed toward self-discipline by the VEH teacher. This means carefully planning laboratory experiences so that students are kept busy. Not having enough to do is often the source of student discipline problems. Effective planning and organization enables students to progress in their skill development more rapidly than inefficient scheduling does. An effective way to improve scheduling is to use individualized instructional materials to supplement laboratory practice. Individualized instructional materials help to avoid temporary student inactivity because of equipment shortages.

The physical environment of the laboratory also influences student behavior. Good housekeeping affects student behavior as well as sanitation. A clean and orderly work area facilitates learning and self-discipline.

Laboratory Experiences and Teaching Techniques

Students' capabilities and limitations should be prime considerations when planning laboratory experiences and teaching techniques. Care given to early planning prevents physical injury to students, limits frustrations, and averts damage to equipment and supplies.

Lab experiences should be planned that will provide training which closely approximates actual job situations. Close supervision is very important. Aides prove helpful in this aspect of laboratory management. Students should be provided with work areas that are suitable to their physical conditions. Special adaptive equipment and safety devices can be utilized to meet students' needs and better enable them to perform various tasks. However, the teacher must be selective to avoid providing so many devices that the student does not develop the skills needed for employment. Many employers are unwilling to purchase costly special equipment that may only be needed by one or two individuals. Therefore, matching students' abilities to the tasks performed is preferable in most cases to purchasing expensive adaptive equipment.

Teaching strategies should be adjusted to meet the needs of the VEH students. The use of writing, reading, and pencil-and-paper type activities must be limited. Techniques such as simulations, pictures, use of actual objects, demonstrations, films, slides, and other multi-sensory methods can be employed in teaching the handicapped. Simple, easy-to-follow instructions should be given for laboratory tasks. Repetition can be effective in stressing important concepts. Although teachers must be flexible and able to adapt their techniques, they must also remember that work must not be over-simplified and unchallenging. Because each student is unique, teaching strategies and laboratory experiences needed by each student will vary. Teachers can best meet their students' needs by getting to know the students, trying a variety of methods, and observing which methods work best with each student.

Evaluating Laboratory Performance¹

Evaluation should play as important a role in the VEH laboratory as it does in the classroom. Three types of evaluation may be used to assess the student's occupational skills--pencil-and-paper tests, product measures, and process measures.

¹Richard C. Erickson and Tim L. Wentling, Measuring Student Growth: Techniques and Procedures for Occupational Education (Boston, Mass.: Allyn and Bacon, Inc., 1975), pp. 128-186.

Pencil-and-Paper Tests

Students' cognitive and perceptual skills relative to specific occupational tasks may be evaluated by use of pencil-and-paper tests. However, the use of pencil-and-paper tests must be limited to fit the ability levels of students in the VEH program. Large type or print may be needed for students with visual impairments. Auditory response techniques may be needed by those students with extreme visual handicaps. The students may be evaluated by test items requiring knowledge of objects or parts of objects, correct and incorrect procedures, basic elements of a process, or the adequacy of products. An example of this type test is shown in Figure 7, pages 84 and 85.

FIGURE 7

SAMPLE TEST ITEMS THAT REQUIRE SEQUENCING

Directions: Arrange the steps for operating a mimeograph duplicating machine in the correct order. Number the steps in the blanks provided.

- _____ a. Remove the stencil.
- _____ b. Set the copy counter.
- _____ c. Check and fill ink supply.
- _____ d. Attach the stencil to the cylinder.
- _____ e. Close down and clean the machine and work area.
- _____ f. Reset copy counter.
- _____ g. Load paper on the feed table.
- _____ h. Operate the machine electrically or manually.
- _____ i. Clean the machine and rollers.
- _____ j. Adjust the receiving tray.

FIGURE 7 (CONT.)

Directions: Arrange the steps for growing corn in a field that had been used for corn the year before. Number the steps in the correct order in the blanks provided.

- ___ a. Plow
- ___ b. Harvest
- ___ c. Disc
- ___ d. Plant
- ___ e. Cultivate 1st time
- ___ f. Harrow
- ___ g. Apply liquid nitrogen
- ___ h. Apply starter fertilizer
- ___ i. Apply herbicide
- ___ j. Apply corn borer killer
- ___ k. Cultivate 2nd and 3rd times
- ___ l. Roto hoe

Directions: Arrange the steps for operating an addressing machine in the correct order. Number the steps in the blanks provided.

- ___ a. Check and stack finished materials.
- ___ b. Start the machine and observe the operation of the machine.
- ___ c. Return the machine to its non-use position.
- ___ d. Ready the machine for use by putting on pre-addressed labels or setting controls.
- ___ e. Remove finished materials from the machine.

Pictures or actual objects may be provided for students to use in answering specific test items such as those shown in Figure 8, page 86.

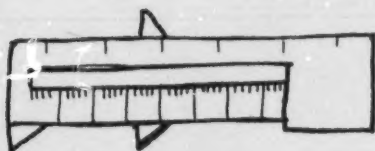
FIGURE 8

SAMPLE TEST ITEMS USING PICTURES OF OBJECTS

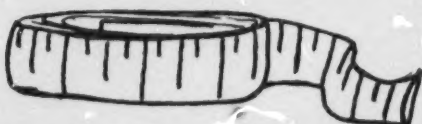
Directions: Draw a line from the name of each sewing tool below to its picture.

Pictures

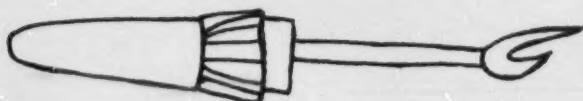
Names



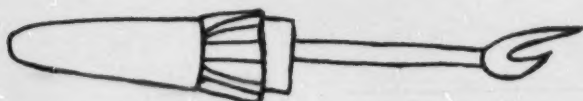
Seam Ripper



Sewing Gauge



Tape Measure



Cutting Shears

Directions: Place the name of each tool in the blank beneath its picture.

Hammer

Adjustable Wrench

Pliers



A. _____

B. _____

C. _____

The types of questions represented in Figure 7, pages 84-85, can be modified by supplying both pictures and written descriptions of steps and asking students to put in order, match, or identify.

Pencil-and-paper tests have limited use in evaluating students' laboratory skills. The most realistic way to measure performance is to assess the student's ability to perform job-related tasks in an actual job setting. Although performance measurement takes more time for preparation and testing than most pencil-and-paper tests, the contributions made to understanding the student's abilities make it worthwhile. Performance may be measured by product measures or process measures or a combination of both product and process measures.

Product Measures

It is usually easier to measure the results of students' efforts in the laboratory than it is to measure the way they perform the tasks necessary to obtain the final product. For example, it is easier to measure the quality of a seam than it is to rate the sequence and adequacy of the procedures used in making it. This is true because devices such as rulers can be used to make the measure more objective. In product assessment, the characteristics to be evaluated include standards of appearance, usability, and conformance to specified instructions. A finished construction product, such as a sanded, planed, and varnished piece of wood can be evaluated by observing its external appearance, texture, and smoothness. Thus, criteria for evaluating products are chiefly concerned with the evaluation of conformance to prescribed dimensions, standards of appearance, freedom from error, strength, and/or suitability for use.

A variety of techniques may be used to evaluate products produced in the VEH laboratory. Rating techniques including ranking, product scales, numerical-rating scales, and graphic-rating scales are useful in evaluating the results of students' laboratory work.

Figures 9-11, below and on page 88 illustrate some of these rating techniques.

FIGURE 9

PRODUCT MEASURE RATING SCALE

Directions: Compare a sample of student's work with the samples below. Find the sample which is closest in quality to the student's product and assign the corresponding number of points to student's product.

Example: typed letter

(Note to teacher: Provide an appropriate typed letter for use in comparison.)

FIGURE 10

NUMERICAL-RATING SCALE

Directions: Below are five qualities a salesperson might possess. Assign the score which best represents the extent to which the student possesses each quality. Total the five scores.

QUALITY					SCORE	
Gloomy	1	2	3	4	Cheerful	_____
Unsure	1	2	3	4	Confident	_____
Blunt	1	2	3	4	Tactful	_____
Uncooperative	1	2	3	4	Helpful	_____
Undependable	1	2	3	4	Reliable	_____
Totals	5	10	15	20	Total	_____

FIGURE 11

GRAPHIC-RATING SCALE

Directions: Rate each characteristic listed. If the evaluation falls between the description labeled 1 and the description labeled 3, the rating should be 2. A rating of 1 is the lowest score and a rating of 3 is the highest.

QUALITY OF MADE-UP PATIENT BED

1		2	3	Rating
a.	Applied top sheet too slack or too taut		a.	Applied top sheet with appropriate tension
b.	Uneven amount of sheet tucked in on each side		b.	Even amount of sheet tucked in on each side

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Process Measures

The process used to perform a task is generally more difficult to measure than the product. In many situations, observation techniques are used. This usually involves rating the student's performance. Observations can be quite objective when there is only one way to perform a task. However, many occupational tasks are performed different ways in different businesses. Making beds in a hotel or motel is a good example. A student might be rated poorly by an experienced housekeeper because he/she uses a different technique than the student. This subjectivity in rating is probably the greatest disadvantage in measuring the procedures used in performing tasks.

Objectivity in evaluating the way a student performs a task can be increased by thoroughly analyzing the task to be performed. Procedures used in performing a task can be evaluated in terms of quality or in terms of efficiency. (Efficiency involves the rate, speed, or movement used to perform the task.) In some situations, it is obviously more important to measure one of these characteristics than the other. Sometimes, however, both quality and efficiency are important. Consider the example of a residential construction student who is assigned the task of assisting in the installation of home siding. It is important for the siding to be grounded to prevent electrical shock. The size and shape of pieces of siding should be uniform as should the manner in which they are applied. However, it is important that the task be completed within a reasonable amount of time. This is essential since students are being prepared for entry into the world of work where time often means money. An employer will not be satisfied with the quality of the employee's performance if he has to pay extra in terms of added time for adequate completion of the task. For this reason, both quality and efficiency must be considered for most occupations.

Product and process measures are most meaningful when they represent a sampling of student performance in an actual or simulated situation. The situation should be similar to conditions found in an actual job situation. The student should be required to use the exact procedures that would be employed in the actual job situation. Students might prepare and serve food to actual customers under realistic time pressures, for example. In a simulated situation, specialized equipment or life-size mannequins may be substituted for equipment or persons which would actually be encountered on the job. For example, health occupations could practice changing a bed with a mannequin in the bed rather than a patient. Students in any occupational area might practice business-like procedures for answering the telephone on a Tele-Trainer.

CHAPTER X

SAFETY

Special consideration must be given to the safety of handicapped students. Facilities provided should be free of architectural barriers. Equipment should be selected and arranged with the safety of students in mind. Careful attention should be given to safety in classroom and laboratory instruction. Evaluation of the student's physical capabilities should be made to determine occupations for which the student can be safely trained. The teacher must be aware that normal situations can be hazardous for the handicapped student. Special safety considerations should be made according to the student's handicaps. Special aids and appliances may be needed to permit physically handicapped students to safely perform some tasks.

Laboratory Hazards

The VEH teacher should be familiar with safety rules and problems in businesses and industries in the occupational area in which training is offered. However, it should be remembered that additional safeguards are necessary in the VEH laboratory because

- 1) The students are in a training situation.
- 2) The students are inexperienced.
- 3) Specific handicaps may make the student more prone to have an accident.

Accident-prevention programs in the VEH laboratory must be sufficiently comprehensive to take into account the students' ability levels, their inexperience, and their specific handicaps and limitations. Lack of psychomotor skills increases the hazards to handicapped students even though they may have positive attitudes toward safety. To overcome these problems, the teacher should try to minimize equipment hazards and should place great emphasis on safety in the laboratory and classroom. In addition, students should be taught to recognize potential hazards in the VEH laboratory and safe procedures related to each.

General factors contributing to a safe laboratory environment include the following:

- 1) Facilities. The laboratory should be fireproof and have at least two exits in each room. Floors should be skidproof to prevent slipping. An adequate number of electrical outlets should be provided for the equipment to be used. Adequate lighting and ventilation for the tasks to be performed must be provided. Color coding like that used in similar business and industrial operations should be used to designate hazardous areas.
- 2) Equipment--Special safety equipment or equipment adaptations should be provided to insure the safety of physically handicapped students. Equipment should be kept clean and in proper working order. Color codes used in industry should be used to designate all moving and hazardous parts of equipment.

- 3) Emergency equipment and information. Fire extinguishers, first aid kits, and posted disaster information should be strategically located in the laboratory.
- 4) Storage. Adequate storage should be provided for all equipment and supplies used in the laboratory. Special attention should be paid to safety in storing sharp instruments, acids, and combustible liquids.
- 5) Instruction. Students' physical capabilities should be evaluated in setting their training objectives. Teaching methods should take into account students' abilities and limitations. Adequate safety instruction should be provided.
- 6) Laboratory conditions. Students should be given constant supervision while they are in the laboratory. Adequate work space should be provided for each student. Noise should be kept to a minimum.
- 7) Apparel. Students should wear safe regular apparel. Loose fitting clothes and full sleeves are particularly hazardous. Special protective apparel used in specific occupations should be used in the laboratory as well. Additional safety apparel, such as elbow-length overmitts, safety glasses or goggles, and face shields, may be needed by handicapped students.

A safety checklist aids in maintaining safe conditions and procedures in the VEH laboratory by helping to detect hazards before they cause accidents. The safety checklist in Figure 12, page 101, is adaptable to most situations and can be expanded to include additional safety hazards for a particular occupational area.

Safety Equipment

The VEH laboratory should provide the safety equipment recommended by Texas Education Agency, by Occupational Safety and Health Administration (OSHA), and, if possible, by related industries as well. Some of the more common devices include:¹

- 1) Panic buttons which shut off electricity to all moving equipment in the event of an emergency. These switches are spaced around the laboratory so the instructor is never more than 25 feet away from one.
- 2) Explosion-proof cabinets and spark-proof nonflammable containers for flammable materials.
- 3) Plastic containers for acids and other dangerous chemicals to prevent breakage.

George Storm, Managing the Occupational Education Laboratory (Belmont, Calif.: Wadsworth Publishing Company, Inc., 1976).

- 4) Key-controlled gas valves for furnaces and burners; and key-controlled main electric power switches; only instructors possess control keys.
- 5) Explosion-proof switches and electric fixtures for lab areas which may accumulate volatile vapor and fumes, for example, a finishing room.
- 6) Magnetic switches to shut the machines off in the event of a break in the electric circuit.
- 7) Lead-shielded walls to house Xray and other radiation equipment.
- 8) Exhaust fan to provide fresh air and remove toxic fumes.
- 9) Retractable reels for compressed-air hoses and electrical extension lights to prevent obstruction of passageways.
- 10) Interlocking machine guards which prevent machine operation unless guard is in correct position. The guards stop the machine if they are removed or if guarded area of the machine is entered.
- 11) Automatic machine guards which function independently of the operator. These stop the machine as long as any part of the operator's body is within danger zone of the machine.

Color codes and safety lines if used in related businesses and industries should be used to identify safety hazards and safety equipment. The codes used should also meet the requirements of the Occupational Safety and Health Administration.

Students with different handicaps may require specific adaptations to insure their safety while in the VEH program. Special techniques and modifications for students with hearing, visual, and physical problems are given below:

Techniques for Students with Hearing Problems²

Listed below are suggested techniques for teaching deaf or hearing impaired students. The use of specific techniques will depend upon the nature of the student's hearing loss.

- 1) Extensive use should be made of visually oriented media instead of auditory media. Captioned films, charts, and overhead transparencies should be used whenever possible.
- 2) Proper amplification is vital.
- 3) Interpreters might be used in the classroom or laboratory.

²Adelman, Frank W., and Phelps, L. Allen. "Learning to Teach Handicapped Learners," American Vocational Journal, April 1978, p. 29.

- 4) With students who lip read, attempt to look directly at them as frequently as possible during lectures or conversation.
- 5) Remind students to turn down the volume of their hearing aids prior to entering noisy shop areas.
- 6) Red lights may be installed next to switches to indicate when machines are running.
- 7) Bells on typewriters, timers, fire alarms, and other equipment can be connected to flashing lights.
- 8) Often a total communication approach that includes speech, careful listening, sign language, finger spelling, gesture, and mime is effective.
- 9) A knowledge of manual communications (sign language and finger spelling) is helpful, but not a necessity for working with most students.
- 10) Individual demonstrations should precede instruction whenever possible.

Techniques for Students with Visual Problems³

The following are among the techniques that have been found to be effective with blind and visually impaired students.

- 1) Printed materials can be converted to braille, enlarged print, or thermoformed print.
- 2) Electronic scanning equipment that transforms letters and words from print into raised images can be used.
- 3) Essential text information can be transcribed onto cassette tapes.
- 4) Often volunteer or paid reader services are available.
- 5) Letting students examine equipment and tools along with a verbal description can help the student develop a "mental blueprint."
- 6) Special tools such as braille micrometers and audible multimeters are available.
- 7) In shop areas, slightly raised lines around dangerous operating equipment will help to avoid accidents.

³Ibid.

Modifications for Students with Physical Problems⁴

Included here are some possible facility and equipment modifications for students with cerebral palsy and other types of physical impairments.

- 1) Ramps instead of stairs provide for much easier access when wheelchairs and crutches are being used.
- 2) Hand bars can be installed on walls next to machines, water fountains, and benches.
- 3) There should be ample space between aisles and around equipment and desks for wheelchairs.
- 4) Non-skid floors are a necessity for the handling of crutches and wheelchairs.
- 5) Book holders, mechanical page turners, and other types of special equipment may be needed.
- 6) It may be necessary to alter the height of work benches and storage cabinets. Working surfaces may have to be lowered or recessed to accommodate a wheelchair.
- 7) Special guard plates may need to be installed on some equipment.
- 8) Depending upon the student's specific physical impairment, tools may have to be modified or machine operating controls relocated.

Fire Safety

Fire is a particularly great hazard to handicapped persons, and in addition, there is a greater danger of fire in a school laboratory than in most other areas of the school. The increased fire hazards caused by both the students and the type program warrant careful safety consideration by school personnel in planning and conducting the VEH program.

The various VEH programs have the potential for the most common causes of fire which include: gas leaks, spontaneous ignition of unprotected combustible materials, electrical short circuits due to deficient wiring or equipment, matches and smoking and use of open flames for cooking, welding, soldering, and heating operations.

Considerations for Handicapped Students

To keep VEH students safe from fire, consideration should be given to fire safety in planning facilities, selecting equipment, and managing the laboratory. The following suggestions should alert the teacher to important aspects of fire safety for the handicapped.

⁴Ibid.

- 1) Require that fire resistant clothing be worn by students with limited hand use, incoordination, or immobility when working around open flames or heat-producing materials.
- 2) Select fire extinguishers according to weight and ease of use. Locate fire extinguishers within reach of a person in a wheelchair.
- 3) For physically handicapped students, escaping a fire should be the first concern. A telephone with automatic dialing features may aid in summoning help quickly.
- 4) Smoke and fire alarms may be needed in laboratories serving physically handicapped students.

Fire safety should be practiced in the laboratory at all times and instruction in fire prevention in the laboratory should be given periodically. Instruction and practice of the proper procedure for evacuating the laboratory in case of fire should be provided. Fire safety should include preventing fires, containing and extinguishing fires which do occur, and evacuating the building when necessary.

Preventing Fires

Fire can start when there is:

- 1) A combustible substance or material such as wood, paper, and oils.
- 2) Heat at a temperature above the ignition point of combustible material.
- 3) Oxygen.

Eliminating any of these essential ingredients will prevent a fire.

Containing and Extinguishing Fires

Fires are classified according to the type of materials involved. The correct type of fire extinguisher must be used to put out each type of fire. The classes of fire most likely to occur in the VEH laboratory and the types of extinguishers for each are:

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<u>Class</u>	<u>Flammable Materials</u>	<u>Type of Extinguisher</u>
A	Wood, Hay, Paper, Textiles, Rubbish	1) Soda-Acid 2) Water 3) Dry Chemical
B	Gasoline, Oil, Grease, Paints	1) Dry Chemical 2) Carbon Dioxide DO NOT USE A SOLID STREAM OF WATER
C	Live Electrical Equipment	1) Dry Chemical 2) Carbon Dioxide 3) Compressed Gas DO NOT USE A SOLID STREAM OF WATER OR FOAM

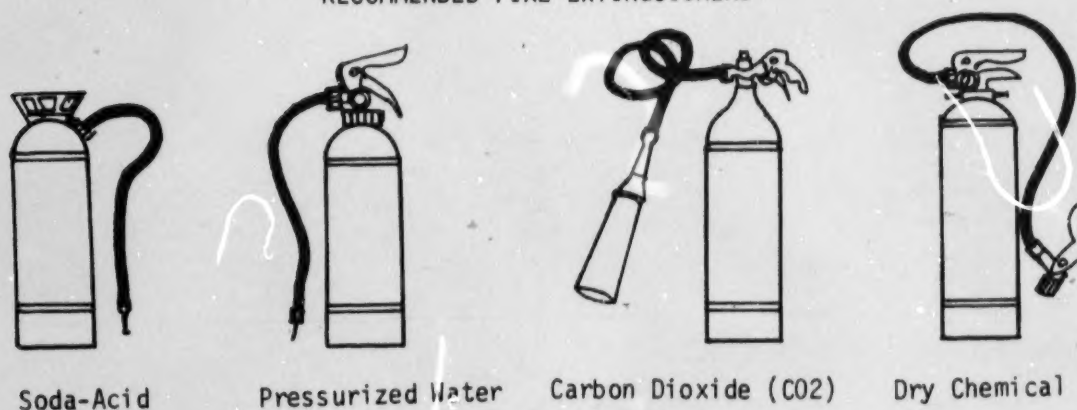
Fires are extinguished by one of the following methods:

- 1) Cooling and/or quenching
- 2) Smothering from oxygen
- 3) Removing or diluting fuel
- 4) Inhibiting the ignition chain reaction by slowing the chemical action

Fire extinguishers are classified by numbers and letters. The number indicates potential extinguishing power; the letter denotes the class of fire for which the extinguisher should be used. For example, the rating 1-A, indicates the smallest capacity extinguisher for Class A fires. An extinguisher rated 4-A would put out four times as large a fire as one rated 1-A. Figure 13 shows the extinguishers recommended for most VEH programs.

FIGURE 13

RECOMMENDED FIRE EXTINGUISHERS



Soda-Acid

Pressurized Water

Carbon Dioxide (CO2)

Dry Chemical

The most common types of portable fire extinguishers are: soda-acid, water, carbon dioxide, and dry chemical. The various types of extinguishers are recognizable by their shapes. The soda-acid or water type extinguishers should not be placed in a laboratory area where there is a possibility of electrical or oil fires. Periodic inspections of buildings and fire protection equipment should be conducted by qualified personnel.

Fire extinguishers should be located at the points in the laboratory where a fire is most likely to occur. The local fire department might be asked to instruct students in their proper use. Knowledge of fire-fighting techniques is essential for students since quick control of fires usually prevents major ones.

In case of fire, the teacher should turn off each piece of electrical equipment, the main power switch, all gas valves, and torches. Students should be shown the switch or box used for sounding fire alarms during the laboratory orientation period; they should also know the location of fire exits.

Building Evacuation

Schools usually follow predetermined building evacuation plans during periodic fire drills. The teacher should see that students follow fire drill instructions and a plan should be made for evacuating customers or patrons who are in the laboratory.

Electrical Safety

Electrical safety is another important consideration in the VEH laboratory. Students should be taught the dangers present in electrical equipment and wiring and how to protect themselves from injury. Both students and teacher should remember to shut off the current when any type of repair work is done on electrically operated equipment.

The preventive maintenance program developed for the VEH laboratory should include safety checks of electrical equipment. In addition to weekly visual inspections made by the teacher, the plan should include an annual electrical inspection by a competent technician. Weekly inspections should be made of motors, generators, panels, transformers, controls, switches, lights, outlets, conduits, and cords. These inspections should be designed to reveal the following warning signs: external damage in insulation, wires, receptacles, plugs, and switches.

Laboratory Safety

Vocational education cannot separate safety education from skill preparation. Safe attitudes and work habits should be developed through both laboratory and classroom instruction. Accident prone students should be dealt with swiftly to insure both their own and other students' safety. In addition, the laboratory health and safety program should comply with all OSHA regulations.

Safety Rules

Safety rules appropriate for the occupational area should be observed in the VEH laboratory. In addition, special safety rules may need to be developed for handicapped students on an individual basis. For example, a visually impaired student might not be permitted to use sharp instruments.

Student Practices

Helping students develop positive attitudes toward safety should be one of the chief goals of the VEH teacher. A safe environment in the laboratory encourages development of safety attitudes. A clean and orderly laboratory with regularly serviced equipment and the necessary protective devices are essential elements of safety education.

Students are more likely to develop safe habits if they are taught safe practices as they learn each new skill. Each laboratory demonstration should exemplify safe practices as well as give verbal emphasis to safe and correct procedures.

To insure that students develop good work habits, safety instruction should be incorporated into every lesson and laboratory demonstration. Potential hazards should be pointed out both during the laboratory demonstration and as part of classroom instruction. Safety rules should be strictly observed by both teachers and students. Tests and information pertaining to safety should be filed following use to supply the teacher with proof that these subjects were covered.

Once students learn a procedure well, they are likely to become dangerously overconfident. Keeping them involved in safety in the classroom and laboratory can help students realize the dangers of safety negligence, attain positive attitudes toward safety, and acquire excellent safety records.

The VEH teacher should realize that despite safety instruction and laboratory rules some students tend to have more accidents in the laboratory than the average student. Students who are accident-prone because they lack satisfactory coordination to function safely in the laboratory should not be enrolled (or retained) in the program. Students who habitually ignore or forget safety rules may have to be expelled from the class.

Records concerning student accidents should be maintained. Examples of a Standard Accident Report, Figure 14, is included on pages 102-103.

Occupational Safety and Health Act (OSHA)

The Williams-Steiger Occupational Safety and Health Act of 1970 requires safe and healthful working conditions for workers. The Act addresses the basic needs for safe and healthful work environments, safe and healthful work practices, and remedial problem-solving measures. The Act is administered by the Occupational Safety and Health Administration of the United States Department of Labor which issues the safety and health standards for all employers and employees.

To enforce compliance with the Act, inspectors check general working conditions, structures, machinery, and equipment and question employers and employees. Penalties are assessed for violation.

Employers must keep accurate records and submit periodic reports concerning work-related illnesses, injuries, and deaths. They also must record exposures to potentially toxic or harmful materials.

VEH teachers have two basic responsibilities relating to the Act. They should
(1) operate their laboratories in compliance with federal guidelines, and
(2) make students aware of the Act and prepare them to function within the
guidelines.

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FIGURE 12

CHECKLIST FOR SAFETY INSPECTION¹

Firm _____ Date _____

X indicates satisfactory

0 indicates unsatisfactory;
explain each 0 on reverse side

- | | |
|---|--|
| <p>1. FIRE PROTECTION</p> <p>Extinguishing equipment _____</p> <p>Standpipes, hoses, sprinkler heads, & valves _____</p> <p>Exits, stairs, & signs _____</p> <p>Storage of flammable material _____</p> <p>2. HOUSEKEEPING</p> <p>Aisles, stairs, & floors _____</p> <p>Storage & piling of material _____</p> <p>Wash & locker rooms _____</p> <p>Light & ventilation _____</p> <p>Disposal of waste _____</p> <p>Yards & parking lots _____</p> <p>3. TOOLS</p> <p>Power tools, wiring _____</p> <p>Hand tools _____</p> <p>Use & storage of tools _____</p> <p>4. PERSONAL PROTECTIVE EQUIPMENT</p> <p>Goggles or face shields _____</p> <p>Safety shoes _____</p> <p>Gloves _____</p> <p>Respirators or gas masks _____</p> <p>Protective clothing _____</p> <p>5. MATERIAL HANDLING EQUIPMENT</p> <p>Power trucks, hand trucks _____</p> <p>Elevators _____</p> <p>Cranes & hoists _____</p> <p>Conveyors _____</p> <p>Cables, ropes, chains, & slings _____</p> <p>6. MACHINERY</p> <p>Point of operation guards _____</p> <p>Belts, pulleys, gears, & shafts _____</p> <p>Oiling, cleaning, & adjusting _____</p> <p>Maintenance & oil leaks _____</p> | <p>7. UNSAFE PRACTICES</p> <p>Excessive speed of vehicles _____</p> <p>Improper lifting _____</p> <p>Smoking in danger areas _____</p> <p>Horseplay _____</p> <p>Running in aisles, on stairs _____</p> <p>Improper use of air hoses _____</p> <p>Removing machine or other guards _____</p> <p>Work on unguarded moving machinery _____</p> <p>8. FIRST AID</p> <p>First aid kits & rooms _____</p> <p>Stretchers & fire blankets _____</p> <p>Emergency showers _____</p> <p>All injuries reported _____</p> <p>9. MISCELLANEOUS</p> <p>Acids & caustics _____</p> <p>New processes, chemicals, & solvents _____</p> <p>Dust, vapors, fumes _____</p> <p>Ladders & scaffolds _____</p> <p>10. OTHER (LIST)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|--|

¹Adapted from George Storm, Managing the Occupational Education Laboratory time (Belmont, Calif.: Wadsworth Publishing Company, Inc., 1976), p. 125.

FIGURE 14

STANDARD STUDENT ACCIDENT REPORT

PART A: INFORMATION ON ALL ACCIDENTS

1. Name _____ Home Address _____
2. School _____ Sex: M _____ F _____ Age _____ Grade _____
3. Time accident occurred: Hour _____ A.M. _____ P.M. _____ Date: _____
4. Place of accident: School Building _____ School Grounds _____
Elsewhere _____
5. Nature of Injury _____ Part of Body Injured _____

Abrasion _____	Fracture _____	Abdomen _____	Foot _____
Amputation _____	Laceration _____	Ankle _____	Hand _____
Asphyxiation _____	Poisoning _____	Arm _____	Head _____
Bite _____	Puncture _____	Back _____	Knee _____
Bruise _____	Scalds _____	Chest _____	Leg _____
Burn _____	Scratches _____	Ear _____	Mouth _____
Concussion _____	Shock _____	Elbow _____	Nose _____
Cut _____	Sprain _____	Eye _____	Scalp _____
Dislocation _____		Face _____	Tooth _____
Other (specify) _____		Finger _____	Wrist _____
		Other (specify) _____	

How did accident happen? What was student doing? Where was student? List specific unsafe acts and unsafe conditions existing. Specify any tool, machine, or equipment involved.

6. Degree of Injury: Death Permanent Impairment
 Temporary Disability Nondisability

7. Total number of days lost from school. (To be filled when student returns)

FIGURE 14 (CONT.)

PART B: ADDITIONAL INFORMATION ON SCHOOL JURISDICTION ACCIDENTS

8. Teacher in charge when accident occurred (enter name) _____
Present at scene of accident? NO ____ YES ____
9. Immediate Action Taken
First aid treatment _____ By (name) _____
Sent to school nurse _____ By (name) _____
Sent home _____ By (name) _____
Sent to physician _____ By (name) _____
Physician's name _____
Sent to hospital _____ By (name) _____
Name of hospital _____
10. Was parent or other individual notified: NO ____ YES ____ WHEN ____
HOW _____ Name of individual notified _____
By whom? (Enter name) _____
11. Witnesses: 1. Name _____ Address _____
2. Name _____ Address _____
12. Specify Location
Athletic field _____ Laboratory _____
Auditorium _____ Locker _____
Cafeteria _____ Pool _____
Classroom _____ School Grounds _____
Corridor _____ shop _____
Dressing Room _____ Showers _____
Gymnasium _____ Stairs _____
Home Economics _____ Toilets and Washrooms _____
Other (specify) _____
- What recommendations do you have for preventing other accidents of this type? _____

- Director or Principal _____ Teacher _____

PART THREE
INTERPRETATION OF PROGRAM

CHAPTER XI

ADVISORY COUNCIL

The success of any Vocational Education for the Handicapped program depends upon continuing communication between the school and community. The involvement of members of the community with the program is vital for the program's success. One way of involving community members is to establish a local advisory council. The Guide for Planning Vocational Programs in Local Education Agencies, Texas Education Agency, November 1977, provides that such councils must be established in communities operating Vocational Education for the Handicapped programs.

Duties of Advisory Council Members

The advisory council has no administrative function, but makes constructive recommendations for the improvement of the program and helps carry out these recommendations when requested to do so by the teacher or other school officials. One of the major purposes of an advisory council is to aid in the planning of a sound occupational education program which meets the needs of both the student and the community. Below are listed suggested duties of an advisory council:

- 1) Aid in publicizing and promoting the program in the community.
- 2) Identify community resources and provide supplementary instructional materials when available.
- 3) Assist with the evaluation of the program.
- 4) Advise, as needed, in relation to program objectives, course content, and competencies expected in the occupations for which the training is being offered.
- 5) Advise on criteria for the selection or recruitment of students.
- 6) Assess occupational needs related to the VEH program.
- 7) Advise the school in planning laboratory facilities and selecting equipment.

Selection of Advisory Council Members

The advisory council should be organized in the initial stages of the program. The teacher should identify possible council members from the business and industrial community. This may have been done when the initial survey of the community was made to determine a need for the program. The school superintendent, vocational director, vocational academic coordinator, and principal may also be able to recommend possible council members. Advisors should be selected for their occupational competence, community esteem, interest in participating, and willingness to spend the time required. An effort should be made to include a balance of males and females and community ethnic groups in selecting council members.

Once the members of the council have been selected, they should be approved by the superintendent, and the letter of invitation signed by the superintendent should be sent to each person. The letter of invitation should explain the functions of and define the term of service for advisory council members. A suggested letter of this type is shown in Figure 15, page 108.

The advisory council may be composed of five to seven members who serve for one or two years. One- to two-year terms for council members provides an opportunity for more citizens of the community to become acquainted with the program. A rotation plan for the addition of new advisory council members should be used. The majority of the council should consist of representatives from business and industry. Members on the council should include representatives from the following categories:

Employers or perspective employers of handicapped students

Personnel from state and community agencies serving the handicapped

School administrators (only one school administrator should serve in any one year)

Support service personnel (counselors, diagnosticians, social workers)

Teachers serving on the instructional team

Parents of special education students

Past or present students

Selection of advisory council members may be acknowledged in a news release by the superintendent or other school official. A sample news release regarding selection of advisory council members is included in Figure 17, page 121.

Organization of Advisory Council

Each council should have a chairperson and a secretary selected from the group. The chairperson should be a representative of the business community rather than a school administrator. Meetings are called by the chairperson at the suggestion of the teacher. Meetings should be held periodically, usually three to five times a year, but not more often than is necessary. Advisory council members donate their time and efforts to aid the school, and the imposition of unnecessary demands on their time is unwise. A clear-cut agenda with a definite purpose should be planned for every council meeting. A sample agenda for an initial advisory council meeting is given in Figure 16, page 109. Meetings called merely for the sake of meeting are likely to result in a loss of interest and an eventual loss of council members. Meetings should begin and end on time.

Good communication between council members and the school may be facilitated by selecting the VEH teacher to serve as secretary. A copy of the minutes of each meeting should be sent to all council members. The superintendent, vocational director, program coordinator and principal should be kept informed of the proceedings of each meeting.

Working With the Advisory Council

The following suggestions may be helpful to the teacher when working with an advisory council:

- 1) Notify members well in advance of each meeting.
- 2) Plan and distribute the agenda for the meeting ahead of time.
- 3) Provide materials needed for the meeting.
- 4) Create a relaxed atmosphere.
- 5) Give members an opportunity to express their ideas, and make them feel that their contributions are valuable.
- 6) Guard against letting one person's ideas dominate the thinking of the group.
- 7) Emphasize the positive rather than the negative point of view.
- 8) Make important suggestions only after there has been time for thought.
- 9) Close the meeting with a summary of suggestions made and with an understanding of what is to be done before the next meeting.
- 10) Discuss the suggestions made by the advisory council with the school superintendent, vocational director, program coordinator, and principal.
- 11) Inform the council of actions taken by the school as a result of their suggestions.
- 12) Assist council members and school in evaluating the council's efforts.

FIGURE 15

LETTER OF INVITATION TO ADVISORY COUNCIL MEMBER

(School Letterhead)

(Date)

(Inside Address)

Dear :

The (Name of School System) would like to extend an invitation to you to participate as an advisory council member for the (Name of High School) (Program Area) Vocational Education for the Handicapped program for the (Date) school year.

The functions of the advisory council are to make constructive recommendations for the improvement of the program and to serve in other advisory capacities as needed. The council will function under the guidance of (Teacher in Occupational Area), Teacher of the Vocational Education for the Handicapped program and will meet a minimum number of times throughout the year. If you desire further information concerning the program before responding to this invitation, please contact (Name) (Phone).

Would you please notify us within the week as to your decision concerning this opportunity? Your participation as a member of the council would be a service both to the school and the community.

Sincerely yours,

(Name of Superintendent)
Superintendent of Schools

FIGURE 16

AGENDA
VOCATIONAL EDUCATION FOR THE HANDICAPPED
ADVISORY COUNCIL MEETING

Date: September 6, 1978
Location: Anytown High School
Time: 7:30 p.m.

Introductions of all members (administrator or teacher serves as temporary chairperson)

Welcome and the VEH advisory council charge (superintendent or chairperson of the school board)

Overview of the program (teacher)

Discussion of the advisory council concept, operational guidelines, and development of the program of work

Selection of chairperson

Distribution and discussion of list of tentative areas of concern

Discussion of agenda for next meeting

Selection of date, time, and location for next meeting

Adjournment

CHAPTER XII

PUBLIC RELATIONS

The purpose of public relations is to acquaint the public with the aims and objectives of the Vocational Education for the Handicapped program. A well-planned public relations program informs students, parents, and community about the program. Publicity throughout the school year helps to maintain interest in the program and further explain it to the public. Publicity may also interest other students and the community in future involvement in the program.

Relationships with the Student's Family

The family has more direct influences on the adjustment of the handicapped student than any other agency. The school staff, especially the counselor, should involve the family in decisions made regarding the student. Their active participation in the student's education is highly desirable. Parents can provide many of the opportunities needed by the student in learning to function effectively as an employee and citizen. For example, parents can be instrumental in helping the students learn to use public transportation, to effectively spend and save money, and to make constructive use of leisure time.

Preparing parents to help the student take these major steps is often an important part of the teacher's job. For example, if parents are hesitant about permitting their child to use public transportation, the teacher might work individually with the family and bring them into contact with other families who have resolved this situation satisfactorily. The teacher should stress that the ultimate goal of training is vocational adjustment. However, extreme care should be exercised to remove their anxieties and to offer support.

Visits to the student's home may provide insights which can contribute to a better understanding of the student and the instructional planning. A teacher who is friendly and tactful can learn many things about individual students--what parents want and expect them to learn in the VEH program, what responsibilities they are given at home, how much independence they have, what vocational aspirations their parents have for them, and other useful information. Some of this information can be obtained from the students themselves. But having the parents' point of view often brings to light hidden problems. The teacher thus gains a deeper understanding of the relationship existing between the student and other members of the family. These relationships may have an important influence on the student's classroom achievement and behavior. Becoming aware of them makes it possible for the teacher to give the student the kind of individualized instruction and guidance needed.

Relationships with School Personnel

Favorable attitudes by the teaching staff as well as administrative and counseling staffs contribute to the success of the VEH program. These favorable attitudes can be built over a period of time by regularly disseminating information that presents a clear picture of the purpose and effectiveness of the VEH program. Special programs can be presented at faculty and administrative meetings. Annual reports of the program can be shared with all school personnel, summarizing the activities of VEH students throughout the school year.

Between the VEH Teacher and the ARD Committee

The Admission, Review, and Dismissal Committee (Vocational ARD Committee) is composed of at least six members. Its purpose is to consider a student for assignment, continuation in, or dismissal from vocational education programs of occupational education and technology. The VEH teacher should request the committee's assistance in developing an individualized educational plan based on the student's identified strengths and weaknesses, and should keep the committee informed of each student's progress in the program.

Gaining Teacher Support

While it is important for the VEH teacher to maintain good working relationships with all teachers at the school, the close cooperation of personnel involved in meeting the needs of the handicapped student is especially important. Although specialized job skills are the responsibility of the VEH teacher, coordination of the student's academic and vocational training can often make school activities more relevant to the occupational area and ultimately to a career goal. Specific job skills are useless without the necessary language, math, and social skills needed to get and keep a job and to function in society as an independent adult.

Cooperation Between VEH Teacher and VAC

An especially close working relationship should exist between the VEH teacher and the Vocational Adjustment Coordinator, the person who assumes the responsibility for the student's vocational training when the student exits the laboratory program. These personnel should have periodic conferences regarding potential jobs in the community in which VEH students might obtain employment. The VEH teacher should also keep detailed records of tasks the student has learned to perform successfully and those which have been attempted but not achieved. This type of information will provide valuable assistance to the VAC in placing the student in a training station.

Relationships with the Community

Success of the VEH program depends to a large extent on developing and maintaining positive relationships with the community, especially those organizations, agencies, and individuals concerned with the handicapped, and the business and labor communities.

Organizations, Agencies, and Individuals

Numerous organizations, agencies, and individuals are concerned with the problems of the handicapped. Parents and professionals have joined to form various organizations concerned with specific handicapping conditions, and these groups have rendered invaluable service at local, state, and national levels. Through their efforts they have made materials available which describe the needs and characteristics of handicapped persons and promote their cause to business, industry, and labor. Many parent organizations sponsor sheltered workshops for employment and training, recreational activities, and other needed services of the handicapped. Many professional organizations publish journals which the VEH teacher may find helpful. Vocational educators can profit from involvement in these parent and professional organizations serving the handicapped.

Business and Labor

Leaders in business and industry are generally willing to assist the school in developing relevant occupational training for handicapped students. However, they may need reliable information about the capabilities of VEH students in order to make valid contributions. For this reason, the teacher should give high priority to dissemination of such information by making presentations about the program to clubs and organizations, to personnel managers and supervisors, and to employers.

When the initial program is being organized, the counsel of the business and labor communities should be sought. Input from these sources helps to assure relevance of the program to present and future community needs. In an ongoing program, these groups can alert the teacher to an occupation which is becoming obsolete, to equipment which needs updating, and to problems encountered in working with handicapped persons on the job.

Positive relationships with business and industry create job opportunities for VEH students as they progress to the next stage of their training. For job opportunities to be made available to VEH students, employers, supervisors, and employees must understand the potentials and limitations of the handicapped.

Communications Media

Involvement of communications media is essential to community involvement in the program. When the needs and potentials of the handicapped are clearly presented, community understanding and positive attitudes toward the handicapped can be increased. Newspapers, radio, and TV are often quite responsive to publicizing the program and the students enrolled. It should be remembered, however, that a single program cannot modify the attitudes of significant numbers of people. For this reason, generalizations about the handicapped should be avoided. For example, handicapped persons should be portrayed as individuals, not as all being alike.

The communications media is generally used for a significant portion of the publicity in a VEH program. Its use is a valuable aid in reaching a large segment of the population.

Publicity

The program may be publicized through newspaper articles, radio "spot" announcements, talks before civic clubs and PTA organizations, letters, school news media, and personal contacts. Points about Vocational Education for the Handicapped that may be emphasized in talks and personal contacts include the following:

Advantages to the school and community:

- 1) Provides an opportunity for vocational training on the school campus.
- 2) Provides laboratory equipment at a minimum cost to the school district through state participation in funding.
- 3) Helps meet the needs for trained employees in the community.

- 4) Provides an opportunity for students who do not wish to continue their education beyond high school to receive job training.

Advantages to the student:

- 1) Provides an opportunity to determine whether or not the individual is interested in a particular occupation.
- 2) Provides an opportunity to receive vocational training while still in school.
- 3) Provides some assurance of full-time employment after graduation in an area of interest to the student.
- 4) Provides job training under simulated working conditions in a commercially equipped laboratory.
- 5) Provides technical information at the time the skills are being learned.

Advantages to the employer

- 1) Provides more detailed training than an employer would ordinarily have the time to give.
- 2) Makes available trained full-time employees.
- 3) Offers opportunity to participate in an educational program of benefit to the community.

Working With News Media

When a new program is being initiated, the local news media and the school paper are usually willing to use news items explaining the purposes of the program and how the community can help by being cooperative in the new endeavor. In an ongoing program, feature articles can focus on students enrolled in the program.

Get to know the newspaper editors and radio and television station managers in the area. Learn how each prefers to work. Find out whether it is best to work through an editor or a reporter; find out about deadlines; find out the times each day when the personnel are busy and prefer not to be bothered; find out what form to use in providing information, whether a fact sheet or a written story would be preferred. Submit stories before the deadline; stories turned in too far in advance or too late may not be published.

Feature or "spot" stories throughout the year might be written about activities; students' views and reactions to their occupational training; the awarding of certificates; interviews with students in the program, including photographs when possible; interesting follow-up data; and the presentation of recognition certificates to advisory council members. Local newspapers are usually interested in receiving information about educational programs. The public is interested in its schools and enjoys reading about the achievements of young people in the community. Sample news articles are shown in Figure 17, page 123.

Writing a News Release¹

The following mechanical tips should help in working with the press, but check with the local newspaper to learn the form they prefer.

- 1) News releases should be typed, double-spaced, on 8 1/2" x 11" paper with wide margins.
- 2) Your name, school organization, phone number, other identifying information, and the dates should be at the top of the paper.
- 3) Do not write a headline (the newspaper hires experts to do this), but the subject of the release may be placed at the top of the story.
- 4) If the release runs more than one page, end each page at the end of a paragraph and write "more" at the bottom and circle it. (This is done because copy is often divided and pages given to different typesetters.) At the end of the release put "end," "###," or "30" and circle.
- 5) Use "non-educational" or lay language. Newspaper English is dignified but vivid, simple but varied, ample but non-technical.
- 6) Use short sentences (an average of not more than 19 words), short words (an average of not more than 150 syllables per 100 words), and short paragraphs. Make use of words and sentences that have human interest. Remember the use of local names is important. All names should be checked for correct spelling and titles used should be exact and accurate.
- 7) Paragraph, punctuate, and spell properly. Avoid abbreviations, slang, adjectives, and wordiness.
- 8) Place pertinent information first, least important information last as paper may cut article to fit space. Each succeeding paragraph should be of declining importance.
- 9) Indicate, by means of release data, when the story can be published. Write "For release on...(day)...(date)...A.M. or P.M. papers" at the top of the story. If a specific release date is not necessary, write "For immediate release...(the date on which it was sent).".
- 10) Keep in mind the release date so that the use of "today" or "yesterday" makes sense in the story.
- 11) Leave plenty of time for the news release to reach the papers in time for the release date. Delivery by hand is the best guarantee.

¹Legislative and Public Relations Handbook (Washington, D.C.: National Association of Vocational Home Economics Teachers, 1976).

- 12) Send your news release to all the newspapers in the local area.
Don't play favorites.

When a news release has been made, keep a copy of it in the files. When the article is printed in the paper, attach a copy to the news release with the date of the article. This information is useful for future reference.

SAMPLE NEWS RELEASE

Name:
Title:
Address:
Phone:
Date:
Release Date:
FOR RELEASE:
WHO:
WHAT:
WHEN:
WHERE:
ADDITIONAL FACTS:

Taking Quality Pictures

Quality slides and pictures are an outstanding way to publicize the program. Before taking any pictures, learn to properly operate and care for your camera. Learn to compose each picture carefully. The following hints are an aid for taking quality pictures.

- 1) Decide exactly what you want in the picture. Subjects should be
 - . involved in action, not posed
 - . be absorbed in activity, not looking into the camera
 - . have facial expressions suited to the activity
 - . be properly dressed for the activity and occupation.
- 2) Keep it simple. The message of the picture should be obvious. Don't include too much in the picture. Be aware of what is in the background.
- 3) Get close enough to the subject to eliminate unwanted background.
- 4) Find the best angle for the picture. The position from which you see the subject is often as important as the subject itself.
- 5) Balance large and small objects in the picture just as you would balance furnishings in a room.
- 6) Pay attention to the effect of lines in the picture. Remember that lines have different meanings. Don't let a line cut the picture in half. The skyline should fall about 1/3 from the top or bottom. Also avoid having a line parallel to the side of the picture.
- 7) Don't place the main subject at dead center or near the outside edges of the picture.

- 8) If the pictures your camera takes are oblong, turn the camera on end to take vertical pictures. Vertical pictures are best if the subject is taller than wide (for example, one or two persons standing, a bust shot of one person, or a tall building). Horizontal pictures are best if the subject is wider than it is tall (for example, a group of persons, a bust shot of more than one person, or a one- or two-story building).
- 9) Action shots are preferable to posed pictures. Take several pictures in sequence to show the progress of the activity. Decide whether you want to stop the action or emphasize the motion. Freeze the action by taking the picture at the peak of the action. For example, snap the shutter just as the student's hammer strikes the nail, or just as a box is being passed from one student to another. Action may also be stopped by panning the camera in the direction of the action. For example, to capture a student herding cattle which will pass in front you, move the camera in the same direction the animals are moving and at a speed which will keep them in view, then snap the picture. If you want to emphasize the motion, hold the camera still. For example, the moving cattle in the previous example would look blurred, while students watching would be in sharp focus.
- 10) Be critical of the pictures you take. Discard pictures of poor quality.

Sending Photos to the Newspaper¹

- 1) Most newspapers prefer glossy photos; check with your local papers for their preferences.
- 2) Captions for pictures should be typed on a sheet of paper which can be attached to the bottom of the photograph (on the back side) with scotch tape. Do not write on back of photo or attach caption with paper clips, to avoid damaging the photo for reproduction. Do not paste caption on back of photo as this makes it awkward for editors to use.
- 3) Be sure that names and addresses of all individuals in the picture are included in the caption in the proper left to right position.
- 4) Speed is important in getting a photo to the newspaper. Pictures of an event on Tuesday are not news on Friday. If your school does not have photo developing facilities, you will find that the newspapers are willing to help out if the picture is really newsworthy.

¹Legislative and Public Relations Handbook (Washington, D.C.: National Association of Vocational Home Economics Teachers, 1976).

- 5) You should have, on hand, up-to-date portrait shots of important school officials, in case the paper asks for one to use with announcements from the school. Or be sure you can readily obtain pictures of school officials at your school's administration offices.
- 6) Send an action picture when possible with a story about an individual teacher or student, instead of a head only.

Writing Radio Scripts¹

- 1) Use short, easily pronounced words in common use.
- 2) Avoid tedious statistics. Give all figures the clearest possible interpretation.
- 3) Avoid technical language.
- 4) Never deviate from the facts and clearly indicate the source of the information given.
- 5) Time the script carefully.
- 6) Include in your radio script everything which is to be heard in the broadcast and indicate the sequence of each bit of dialogue, music, sound effects, and announcements. It should have a title page giving the name of the program, time of broadcast, the place of broadcast, name of the sponsoring organization, the names of the announcer and members of the cast, and the name of the producer. (Obtain a copy of a typical script from your station and follow the form carefully.)
- 7) Differentiate clearly between dialogue and cues, by use of underlining or capital letters, so that an actor will not read notes meant for sound effects.
- 8) Double-space or triple-space script copy and leave adequate margins. Avoid continuing passages from page to page.
- 9) Don't use onion skin paper for copies. Shuffling such paper sounds like crackling fire over the microphone. Number and identify each page of the script.
- 10) Have actual script writing done by students when possible.

¹Legislative and Public Relations Handbook (Washington, D.C.: National Association of Vocational Home Economics Teachers, 1976).

Using Other Publicity Techniques

Other means of publicizing the VEH program include articles in the school paper, bulletin board or window displays, a page in the school annual, and school assembly programs. These means are especially effective for reaching prospective students.

Additional suggestions for publicity include: using business cards, leaving descriptive brochures in the school administrative offices and in businesses, and radio and television programs. Sample business cards are included in Figure 18, page 122.

Certificates of Appreciation

Certificates may be awarded to advisory council members and other persons who have supported the Vocational Education for the Handicapped program. A sample Certificate of Appreciation is shown in Figure 19, page 123. Requests for certificates may be addressed to the appropriate vocational education program area and sent to:

Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Certificates for Students

Certificates may be awarded to students who have completed the requirements of the Vocational Education for the Handicapped program. A completed certificate is shown in Figure 19, page 125. Certificates are available from each program director at the above address upon written request from the teacher. The certificates may be presented at an appropriate end-of-the-year activity such as the school's annual awards day.

Obtaining a News Release

Whether the VEH students' names or pictures are to be used in a news release, on radio or TV, or in a slide story, giving permission to use each student's name and/or picture should be obtained in writing from the student's parents or guardians. Local school policies may or may not require a news release but, it is an advisable precaution to prevent misunderstandings or ill will with parents or guardians. A sample news release is included in Figure 17, page 121.

Planning Publicity Programs

Some general guidelines to observe when planning the publicity program are:

- 1) Secure the approval of the superintendent or publicity director for the entire publicity program or for each publicity item as it is released.
- 2) Publicize what has been done more than what is planned.
- 3) Give due credit to all people involved.

One of the most essential elements in a publicity program is timing. A chart similar to the one shown in Figure 20 below, listing the types of publicity planned and the time when they would be most effective might be helpful in organizing the publicity program.

FIGURE 20
PUBLICITY CHART

MEDIA OF PUBLICITY	At school opening	Each quarter	Once during year	At end of school
Newspaper articles	X	X		X
School publications		X		
School assembly program			X	
Talks to civic clubs		X		
Vocational youth organization activities		X		
Talks to parent- teacher groups			X	
Interpret program to voca- tional teachers and students			X	
School exhibits and posters	X	X		
School public address system			X	
Free radio and television time			X	
Section in school yearbook			X	
Letters to parents			X	
Appreciation certificates to advisory council members			X	
Pictures	X	X		
Slide stories			X	

FIGURE 17

SAMPLE NEWSPAPER ARTICLES

NEW VOCATIONAL PROGRAM OFFERED IN HIGH SCHOOL

Students at Blank High School will have the opportunity this year to take part in a program which combines classroom education and laboratory training in a variety of occupations.

Classes in Vocational Education for the Handicapped have been added to the curriculum for sophomore, junior, and senior students, R. N. Pearson, superintendent of schools, announced.

Practical work experience will be provided for students in an occupational laboratory in the school. The course is set up for one or two years and carries six credits each year.

"It is hoped that the program will enable a large portion of our students who desire to become occupationally competent to enter full-time employment upon graduation from high school," Jane Williams, teacher of the program, said.

An advisory council of local business people will be established to assist Williams with the program, according to Superintendent Pearson.

Jane Williams will be responsible for correlating the classroom and laboratory education provided in the program.

ADVISORY COUNCIL NAMED

Six local citizens have been selected to serve in an advisory capacity to the Vocational Education for the Handicapped program for the current school year at Blank High School.

Named to the advisory council were Ann Barker, parent; A. B. Cantrell, vocational counselor; M. C. Duncan, local tractor dealer; Dorothy Joiner, physical therapist; Randy Smith, student; C. G. Whately, local farmer; and Jack R. Banks, manager of the Chamber of Commerce. Superintendent of Schools R. N. Pearson announced the names of the advisors.

The advisory council will make recommendations for improvement of the program, will aid in publicizing and promotion of the plans, will assist in evaluation of the program, and will provide general advice as needed.

Students in the program receive training in a specially designed laboratory in the agriculture department. James Johnson is the teacher of the program.

FIGURE 18
SAMPLE BUSINESS CARDS

MIKE SMITH TEACHER VOCATIONAL EDUCATION FOR THE HANDICAPPED PRESIDENT HIGH SCHOOL 5000 SOUTH CONGRESS	
SCHOOL 461-8235	RESIDENCE 463-2111

VOCATIONAL EDUCATION FOR THE HANDICAPPED OFFICE EDUCATION	
Rebecca K. Roberts TEACHER	
BELLING HIGH SCHOOL 731 YARBROUGH ANYWHERE, TEXAS 70000	BUS. 765-4123 RES. 765-1203

VOCATIONAL EDUCATION FOR THE HANDICAPPED HOME ECONOMICS—FOOD SERVICE	
Janet Jones TEACHER	
TEXAS SENIOR HIGH SCHOOL SOMEWHERE, TEXAS 75000	
SCHOOL PHONE 523-0461	HOME PHONE _____

Superior Vocational School Route 2, Town, Texas 76543	
DON ARNOLD Industrial Education—Bricklaying VEH	
School Phone 621-0763	Residence Phone 623-5420

FIGURE 19

VOCATIONAL EDUCATION FOR THE HANDICAPPED CERTIFICATES

Vocational Homemaking Education
Texas Education Agency

Vocational Education for the Handicapped Certificate

This is to certify that SUSAN SMITH has been employed under the supervision of the Anytown Public Schools as a learner in Clothing Service for a minimum of 525 hours, or 160 hours of study of the technical phases of the occupation, and has satisfactorily met all the terms of the training agreement.

Whereof let this certificate with official signatures and seal bear witness: Given at Anytown High School in the State of Texas, this 31st day of May, A.D., 19 78.



Mrs. Ruth Duncan
Teacher

Mrs. Dorothy Jainer
Chairman, Local Advisory Committee

Robert J. King
Principal, Local School

Elizabeth J. Smith
Director, Vocational Homemaking Education,
Texas Education Agency

Vocational Industrial Education
Texas Education Agency

CERTIFICATE OF APPRECIATION

Presented this day of _____, MAY _____, 19 78

To Brenner's Pumps, Inc.

For participation in the
Vocational Education for the Handicapped Program

at Anytown High School, Anytown, Texas



Mrs. Ruth Duncan
Teacher-Cordinator

Robert J. King
High School Principal

R. M. Pearson
Superintendent of Schools

PART FOUR
WORKING WITH STUDENTS

CHAPTER XIII

COUNSELING AND GUIDANCE

VEH teachers have many opportunities to work with students in the areas of personal counseling and career guidance. Although VEH teachers are not professional guidance counselors, they can perform limited roles as counselors for various personal and career concerns that students may have. Skill in counseling should be developed so that students' basic career guidance needs are met. However, the teacher must recognize personal limitations in this area and refer students to appropriate persons or agencies when professional guidance services are needed.

Orientation to the VEH Program

One of the first counseling and guidance situations that the VEH teacher must face is that of orienting students to the VEH program. New students require information concerning the VEH program and their role in the program. Parents of students in VEH programs should also be given basic information concerning their children's placement, activities, and development in the program. They also need to be aware of their own roles in contributing to their children's success in the VEH program. Parents who develop a clear understanding of the VEH program and their roles in relation to the program are more likely to support and encourage their children. Teachers can also utilize information from parents and students in planning the most effective program for each student. The initial orientation phase can be used as a good foundation for the successful occupational training of handicapped students.

Providing Scheduling and Special Assistance

Because each student in the VEH program will have a unique set of abilities and needs, the VEH teacher must face the challenge of assisting in the planning of suitable programs for each student. In planning student programs, the teacher should work closely with the Vocational Adjustment Coordinator (VAC) and other persons involved with the student's placement. By working cooperatively in program planning, VEH teachers and others can bridge gaps that may exist in their professional backgrounds and thus insure a well-developed program for handicapped students. In some situations, the exchange between teachers and others may be open and cooperative. If this is true, the cooperative effort can easily be facilitated through expansion of this relationship. In new situations or those in which there is not a pre-established rapport, effort must be focused on developing a suitable arrangement. Some sharing may occur on an informal, unscheduled basis. However, steps should be taken to insure an exchange of ideas. These steps should include the establishment of scheduled planning periods and the development of acceptable methods for planning, implementing, recording, evaluating, and reporting progress.

School administrators occupy a key position in promoting development of good cooperative arrangements between VEH teachers and supportive personnel. They can see that adequate facilities and equipment are available for planning sessions. They can also encourage and check progress of planning sessions and participation in such sessions.

Relating Principles of Mental Health

Handicapped students may enter a VEH program as well-adjusted individuals equipped to cope with a variety of situations, as poorly-adjusted persons unable to cope with simple problems, or at any point in between these two extremes. The VEH teacher can be instrumental in equipping handicapped students to better face the challenges of an adult world. One primary way to do this is to guide students in developing a healthy mental attitude.

The VEH teacher can begin by assessing the degree of personal adjustment of each student upon entering the program. Allowance for individual differences should be made. Guidance in development of basic principles of mental health will be beneficial to most students, regardless of individual differences.

Counseling in a VEH Program

The VEH teacher will find occasion to counsel both students and parents. The VEH teacher should recognize and accept basic differences between his/her role as a counselor and that of a professional guidance counselor. In cases of special problems, the VEH teacher must be prepared to refer students to the appropriate person or agency for specialized help.

Most counseling situations that the VEH teacher faces will involve either social concerns or career-occupational-related concerns. Students can be counseled concerning selecting realistic careers and establishing reasonable life goals. The teacher should work closely with other professionals in guiding students in career and goal planning. Students' abilities, limitations, and desires should all be considered in this phase of counseling. Through program planning and individual instructional development, the VEH teacher gains considerable knowledge of each student that can facilitate personal and occupational counseling. When social problems arise, the VEH teacher can serve as a friendly, concerned advisor with background knowledge of each student.

VEH teachers also have an opportunity to become acquainted with parents of students in the course of program development. The teacher who establishes rapport with parents of VEH students has an opportunity to serve as an available source of counsel for parents. An attitude of respect should prevail in dealing with parents. Teachers should avoid being quick in judgment of parents and their ability to deal with their children. Families have a tremendous effect on VEH students and their success in the program. This fact alone makes a strong case for developing and maintaining good parent-teacher relationships.

CHAPTER XIV

ORIENTATION TO THE WORLD OF WORK

Handicapped individuals can be a boon to the American labor force. These individuals can provide services in many areas where other workers do not tend to cluster or to remain for long periods of time. Qualified handicapped individuals can bring to a job such characteristics as stability, reliability, loyalty, dependability, and integrity. Employers seek individuals with these characteristics plus stable job histories, good personal, work, and social habits, and a good basic vocational training. It is important to remember that handicapped does not mean an absence of skills and aptitudes. For the vocational education teacher, this implies that a key to success in vocational training in VEH programs is focusing on skills and abilities of handicapped persons and deemphasizing their disabilities.

The vocational education teacher faces a multiple challenge in facilitating the handicapped student's entry and participation in society and the labor force. Effective job performance requires more than knowledge and skill in a particular job. Social and personal components must mesh to improve general employability. The teacher can guide students in adjusting to employment conditions and in developing desirable attitudes toward school, employment, and social and civic responsibilities. The vocational teacher must consider where each student will be in three to five years. In other words, how and where will each student fit into the adult world? Activities and experiences can then be organized based on the student's needs.

A major goal of the Vocational Education for the Handicapped Program is to prepare youth to meet their responsibilities as individuals in our society. Inclusion of Orientation to the World of Work helps students learn to develop positive attitudes related to self-concept, to the concept of work as a vital aspect of human existence, to coexistence with fellow employees and authority figures, and to acceptance of community responsibilities. This basic philosophy guided the development of the Orientation to the World of Work section of this handbook. This section is divided into two major categories, "Keys to Job Success" and "The Employee as a Person."

Keys to Job Success

History has proven that the occupation an individual selects is a major influence on the person's way of life. The work one does affects the locale in which people live influences selection of acquaintances and activities and determines the role an individual will portray. People generally plan their lives around their work and to achieve personal satisfaction, they must achieve satisfaction in their chosen occupations.

Satisfaction in an occupation is related to the success experienced in the occupation. It has been determined that job failure is often caused by factors other than lack of job skills. Emotional, social, and behavioral barriers may hamper the student's occupational success. With this concept in mind, teachers can help students learn to identify problem areas and determine plausible methods for coping with these problems. To help students avert many of the problems caused by personal and social factors, instruction should help students increase their skills in personal management, money management, and citizenship.

Personal Management

Success in personal management can help insure the student's occupational success. An understanding of one's self and the development of a positive self-concept are prerequisites to success in an occupation, in society, or in day-to-day living. Students can increase personal satisfaction and effectiveness in living through an understanding of the elements of management. First, students can begin to explore values, goals, and standards that will help to shape their lives. Through awareness of who and where one is and what one hopes to become, a clearer understanding of one's self can emerge. Next, students can develop their abilities to use the management process in meeting adult responsibilities. They can learn to control time, energy, money, and skills to meet their needs. Instruction in resource management helps students to identify and manage their resources in the most effective way. Learning to plan effectively also provides an avenue for achievement of personal goals. Another area of personal management that relates to the success of an employee is the use of leisure and recreational time for personal reward and fulfillment.

Money Management

Persons who are happy with their personal lives are usually the most productive and successful employees. Research indicates a need for the development of students' skill in managing money if they are to achieve self-sufficiency. As students become employed, they face a barrage of new problems, including allocating income from salary to meet living expenses. To do this, students must develop skill in organizing spending plans. Topics concerning money matters should include:

- Banking
- Credit
- Insurance
- Taxes
- Payroll Deductions
- Retirement
- Social Security

Classroom experiences that provide simulations and actual practice can increase students' skill in money management, thus preparing them to solve their own money problems.

Social Adjustment

Handicapped students need a basic understanding of the American economic system and the role of citizens in the system. Social adjustment of handicapped students includes knowledge about voting, ecology, laws, and organizations. Through better understanding of the social structure students can begin to feel that they belong in the system, thus stabilizing their chances for job success. Instruction on consumer rights and obligations should increase students' ability to manage their money and decrease the possibility of deception.

An awareness of legal responsibilities will also increase students' self-reliance. They need to understand not only their own legal rights but also the rights of others and they should begin to see the relationship between their rights and civic duties. Handicapped students must learn to participate in public affairs in an appropriate way. Many private and public resources offer services that handicapped students can learn to use effectively. Teachers should help students to see that they have something to share with society and that this is both a privilege and a responsibility.

Job Application

As students begin to grasp the concepts related to personal management, money management, and civic and social responsibilities, they are ready to move toward areas that focus on their future employment. This should include emphasis on how to find jobs and apply for them. After students have been given opportunities to explore factors influencing job success, they are ready to investigate ways to actually find jobs and apply for them. Teaching students where to look for jobs and how to apply for them is basic to occupational success. Acquaintance with such sources as the classified advertisements in the newspaper and employment offices provides knowledge of jobs available. Students can then develop expertise in applying for various jobs. They learn to complete written application forms. Legibility, neatness, and accuracy of information should be stressed. Also, sources of vital information such as birth, school, and medical records should be explored. Students need to be aware of the types of information and validation which might be required.

The application and interview area is a step in occupational preparation that should not be overlooked. Activities for students that supply practice in an interview situation can help prepare the students for actual job interviews. Basic information concerning appearance, behavior, types of questions asked, records and materials needed, and concerns of the students about the job should be included in this phase of orientation. Another area to consider is transportation. Students must have access to some form of transportation, whether private or public. Finally, they need to develop concepts of time and punctuality.

The Employee as a Person

As life expectancies lengthen, people must be prepared to face many years of work. This can be a satisfying, rewarding time of growth and fulfillment if occupational success is achieved. Employment can meet many needs including money to meet physical needs, contact with other people to fulfill the need for belonging, and achievement to meet the need for respect and self-esteem. These benefits are not free and to receive them, the employee must perform satisfactorily. Students should develop skills in the classroom and laboratory that equip them to perform more successfully on the job.

Development of Personal Characteristics

Many personal characteristics combine to form a successful employee. Students can enhance their job success through increased personal effectiveness. One key element in this area is communication. Experiences provided should build both verbal and nonverbal skills. Factors such as eye contact and posture are important facets of nonverbal communication that influence one's chances for success. Attitude is another major element in occupational effectiveness. Students must learn to maintain appropriate relationships with other employees and accept supervision and authority. Development of a good outlook on life helps improve relationships with co-workers and authority figures.

Development of Sound Health Habits

Another aspect of success involves development of sound personal habits and work habits. The students must learn to maintain good physical and emotional health. To accomplish this, they must learn to meet their basic needs through sound health habits. Early recognition and treatment of health problems can alleviate many potential job crises.

Experiences that acquaint students with public health services and personal health responsibilities can facilitate chances for job success. Closely related to physical health is personal safety. Handicapped students may need specialized training to develop safe habits. Development of safe work habits to protect both the student and co-workers is an important aspect of job success. Students can develop safe habits by being willing to learn, willing to follow directions, and open to constructive criticism. Vocational education should provide opportunities for development in all of these areas.

Realizing Potential

Handicapped students may be unaware of their own real potential and the career choices available to them. Teachers will need to work closely with the vocational academic counselor, community employers, and other concerned persons such as guidance personnel and special education teachers to realistically appraise each student's abilities, interests, and opportunities. Teachers can increase their students' awareness of employment rights as specified by federal law. Teachers should ask themselves where each student can be expected to be in three to five years and assist them in planning realistically for their futures. Teachers should stay abreast of trends in employment and encourage student development in employable areas. Teachers need expertise in conducting career survey and they must be cognizant of employer expectations. They also

must learn to measure students' career progress. Helping students begin to shape goals for their lives, plan steps for achievement, and make progress toward these goals is a large but rewarding responsibility for teachers.

By meshing training in specific vocational skills and training in general employability skills, teachers can equip students for a successful venture into the world of work.

CHAPTER XV

VOCATIONAL YOUTH ORGANIZATIONS

The goal of Vocational Education for the Handicapped is broader than preparing students for an occupation. Besides learning how to earn a living, students need to learn how to live satisfying, meaningful lives. They need to develop self-confidence, positive attitudes and values, social skills, and citizenship skills if they are to be successful as employees and as citizens of their community.

Vocational youth organizations provide VEH students experiences they need to develop their full potential for living satisfying lives. These experiences benefit handicapped students in several ways:

- 1) The experiences contribute to the student's sense of accomplishment and pride.
- 2) The activities of the organization provide students an opportunity to learn to work together.
- 3) Organizational activities give the students the opportunity to learn from the teacher on an informal basis.
- 4) The organization provides recreational and social activities that help students develop wholesome relationships with others and desirable social skills.
- 5) Adult sponsors can set an example which helps students develop their own moral and ethical standards.
- 6) Participation in the organization helps students learn democratic principles.
- 7) Students learn to carry through on their own ideas and plans.

Through these experiences the vocational youth organization can help the handicapped student develop a sense of identity, a positive self-concept, independence, self-control, healthy relationships with others, moral and ethical values, and democratic and citizenship skills.

National Youth Leadership Organizations

Students in Vocational Education for the Handicapped Programs should participate in the vocational youth organizations provided for the programs. These organizations by programs are as follows: --

Type VEH Program

Agriculture Education

Distributive Education

Health Occupations Education

Homemaking Education

Industrial Arts Education

Industrial Education

Office Education

Vocational Youth Organization

FFA - Future Farmers of America

DECA - Distributive Education Clubs of America

HOSA - Health Occupations Student Association

FHA/HERO - Future Homemakers of America/Home Economics Related Occupations

AIASA - American Industrial Arts Student Association

VICA - Vocational Industrial Clubs of America

OEA - Office Education Association

Motivating Students to Participate

Most handicapped students do not voluntarily pursue membership in vocational youth organizations. Reasons for lack of participation may include:

- 1) Expenses involved in participation.
- 2) The feeling that the organization is part of the system from which they are already excluded.
- 3) Physical, social, or psychological inability to make the kind of commitment required.

As a result, VEH students may have had little opportunity to develop their talents or potential through membership in youth organizations. This makes their participation in vocational youth organizations even more important. One way to motivate students to participate in the organization is to involve them in activities that bring obvious and immediate rewards.

Students should be made aware that the student organization is an important part of the VEH program. A variety of techniques can be used to motivate students to participate:

- 1) Convey your own positive attitudes toward the organization to students.
- 2) Spend time in class describing the organization, utilizing slides, films, brochures, or speakers to motivate students to participate.
- 3) Inform parents of the purposes and value of the organization.

- 4) Utilize interested students in motivating other students to participate.
- 5) Give students the opportunity to participate in the organization's activities as quickly as possible.

Supervising Activities of the Vocational Youth Organization

To insure continued participation, the teacher must integrate the activities and principles of the student vocational organization into everyday classroom and laboratory experiences. This helps students realize the value of the organization. Operating the organization as a part of the curriculum allows chapter information to become a part of classroom activities. Such an approach increases the frequency of communication about chapter activities and helps to maintain a high level of interest. It also helps students to see the relationship between the vocational youth organization's activities and their futures as wage earners and citizens.

VEH students should be provided the same opportunities for personal growth and leadership development as other vocational students through participation in vocational youth organizations. Students need opportunities for leadership roles and active participation at all levels. Students should run for and hold offices. The chapter should have a full slate of officers and work through student committees to plan school and community activities. Students should be guided in learning the procedures of self-government through actual practice. They should have opportunities to participate in organization activities involving other chapters at local, area, state, and national levels.

Activities and competitions appropriate for regular vocational students are equally appropriate for helping VEH students develop the skills every young person must have to succeed in the world of work. Students can become involved in such activities as school-community projects, student recognition ceremonies, public relations, and competitive events. Activities of the organization provide excellent opportunities to increase public awareness of the potential of VEH students.

Examples of projects which have been successfully carried out by VEH students include:

- School beautification projects
- School bulletin boards
- School stores
- Lunchroom cleanups
- Anti-litter campaigns
- Walk-a-thons
- Bike-a-thons
- Assistance to projects organized by local civic organizations
- Adoption of grandparents in nursing homes
- Work at training centers for retarded children and adults
- Entertainment at nursing homes and training centers for retarded youth and adults
- Landscaping
- Making picnic tables

Painting and decorating lunchrooms, classrooms, libraries,
teachers' lounges, and gymnasiums
Building a nature trail

Many of these projects have high visibility which brings instant recognition and continued reinforcement to participants.

Some vocational youth organizations provide opportunities for students to learn competitive skills that will increase their value in the job market. Other vocational youth organizations give recognition to individual achievement in different ways.

The contests which are a part of some vocational youth organizations provide opportunities for students to learn competitive skills. Within the chapter, contests give students opportunities to practice competing with other students at their own level and to win recognition in a non-threatening atmosphere. Students can benefit from competition that tests their skills in such areas as job interviews, public speaking, spelling, math, group talent, arts and crafts, scrapbooks, and club projects. Competition with peers can help to increase assertiveness, self-worth, and social skills. All contest participants should be rewarded by some form of recognition.

Some vocational youth organizations facilitate student growth and development through personal and group endeavors. Students are encouraged to participate in planning and implementing projects in a non-competitive atmosphere. These projects are based on goals and objectives identified by the students. The achievement of set goals serves as a reward for participating in the project. Students thus learn to establish realistic goals for themselves and work toward accomplishing their goals.

Rewarding Student Achievement

Students should be rewarded and motivated by recognition of their efforts in the vocational youth organization. Outstanding chapter members should be named and students should be rewarded for improvement. Achievement of particular skills should also be rewarded.

Rewards or recognition of the student's achievements in the vocational youth organization should be tangible whenever possible. This permits the entire family to share in the student's accomplishments. As a visit to the home will show, the trophy, ribbon, or certificate earned by the student almost always occupies a place of prominence. This recognition from others gives the VEH student a basis for further development toward his/her full potential.

CHAPTER XVI

MAINSTREAMING

Mainstreaming is a term currently used in reference to the practice of providing programs for identified special needs students within regular classes, when appropriate, along with special education support services. It provides the "least restrictive environment" for many handicapped students. Mainstreaming came as a part of a federal mandate in the form of Public Law 94-142, "The Education for All Handicapped Children Act."

Many erroneously refer to Public Law 94-142 as the "mainstreaming law." Actually the law is much broader than this in that it stresses the development of an "Individualized Education Program" (I.E.P.) for each handicapped student. The I.E.P. is developed by a team consisting of the student's parents, teacher(s), support personnel, and administrators. The I.E.P. is then utilized as a guide in placing the student in an appropriate educational program and in implementing the program.

Student Placement

The law specifies that students be placed in the "least restrictive environment" in which their needs can be met. Therefore, student placement has a wide range of possibilities. Some students might be placed in a regular classroom situation on a full-time basis. Other students might be placed in a regular classroom on a part-time basis and in specialized programs the remainder of the time. Still other students may be placed in specialized programs on a full-time basis. These represent only three of many frequently used educational alternatives for student placement.

Keys to Successful Mainstreaming

Handicapped students are often placed in regular vocational education programs. When teachers in these programs are faced with the prospect of having one or more handicapped students in a regular classroom situation, they must learn to adapt and make adjustments in order to meet all of their students' needs.

Teachers must deal with two factors for mainstreaming to be successful. First, the teacher must deal with attitude. Parents, students, school staff, administrators, and teachers must accept and be committed to providing the best educational services possible to all students. Positive attitudes on the part of all concerned will enhance the overall educational program by facilitating student learning. Secondly, teachers must recognize their needs for additional training in working with handicapped students. Cooperation between special educators and other supportive personnel can better equip the vocational teacher to meet the challenges of teaching handicapped students. In addition, inservice training can increase the vocational teacher's skill in working with handicapped students. If these factors are successfully handled, teachers should feel an increased sense of confidence in their own ability to teach handicapped students.

Guidelines to Consider in Mainstreaming

Some general guidelines for teachers to consider when dealing with mainstreamed handicapped students in a regular classroom include:

- 1) Assess students' handicaps in terms of individual abilities and limitations and avoid using overgeneralized labels.
- 2) Formulate reasonable objectives in light of students' abilities and plan experiences to enable their achievement of objectives.
- 3) Establish reasonable rules for the conduct of all students and be consistent in your expectations for student behavior.
- 4) Encourage all students to respect and accept each other by exhibiting these behaviors yourself.
- 5) Utilize techniques for improving self-concept of handicapped students including encouragement and praise for tasks performed well.
- 6) Avoid being overprotective or overcompensating toward handicapped students by encouraging all students to be independent.
- 7) Be prepared to deal with minimal reading skills through use of alternative methods such as visuals and taped or recorded instructions or tests.
- 8) Provide handicapped students with space and time needed to complete tasks and avoid completing tasks yourself or allowing other students to complete them.
- 9) When appropriate, help students learn to manage time and develop compensatory techniques to increase speed and ability and to help them keep pace with classmates.
- 10) Consider safety in making plans for student activities and experiences and emphasize safety to all students.
- 11) Acquaint the student with the physical facilities and the overall objectives of the program.
- 12) Broaden your knowledge concerning handicapped students and ways to work with them through reading and observation. Also, work closely with supportive personnel such as special educators and utilize their skills in problem solving and instructional planning.
- 13) Utilize adaptive devices when necessary; however, avoid extensive use of costly devices that won't be provided by employers. Allowing students to make suggestions for adapting may prove beneficial.

- 14) Establish reasonable expectations for task accomplishment. Students must learn that there are certain standards for work well done.
- 15) Frequently assess progress in meeting students' needs and make changes in program to facilitate accomplishment of objectives.

Benefits of Mainstreaming

In summary, mainstreaming should be considered a viable educational approach. Benefits of this approach are numerous. Some major benefits are as follows:

- 1) Mainstreaming helps eliminate labels, such as learning-disabled or slower learner, often associated with placement in isolated programs.
- 2) It makes provision for individualized instructional planning for each handicapped student's particular needs.
- 3) It helps to insure correct placement of each student thus eliminating the harmful effects of inaccurate placement and classification.
- 4) This approach involves parents in the educational process and parental support helps insure student success.

Acceptance and effective application of this portion of "The Education for All Handicapped Children Act" holds promise for better equipping more students to assume their position in the mainstream of society. Many of the techniques described in this section and in other portions of the handbook should prove useful to teachers in both VEH programs and mainstreamed vocational education programs.

REFERENCE LISTS
FOR
TEACHERS OF VOCATIONAL EDUCATION FOR THE HANDICAPPED
1978

Prepared and Distributed by
Home Economics Instructional Materials Center
Texas Tech University
Box 4067
Lubbock, Texas 79409

Directed by
Texas Tech University
College of Home Economics
Department of
Home Economics Education
Lubbock, Texas

In cooperation with
Texas Education Agency
Department of Occupational
Education and Technology
Austin, Texas

REFERENCES

Suggested Core References

- Alttest, Myra, ed. Vocational Education for Students with Special Needs. Fort Collins, Colorado: Department of Vocational Education, Colorado State University, 1975. 113 pp. (\$2.50, s.p. Identification of students, teaching methods, instructional materials, assessment of student needs, local resources, individual prescriptive education, evaluation of students, bibliography of professional resources.)
- Love, Harold D., and Walthall, Joe E. A Handbook of Medical, Educational, and Psychological Information for Teachers of Physically Handicapped Children. Springfield, Illinois: Charles C. Thomas Publisher, 1977. 219 pp. (\$9.20, l.p. History, anatomy, diseases and physical disabilities, sensory disabilities, and school problems.)
- Taylor, George R., and Jackson, Stanley E. Educational Strategies and Services for Exceptional Children. Springfield, Illinois: Charles C. Thomas Publisher, 1976. 260 pp. (\$11.55, l.p. Trends and issues in education; individualized instruction; new directions in classifying and labeling; behavior modification strategies; programmed and non-programmed instructional devices and materials; perceptual remediation; and federal, state, and local roles in mainstreaming.)
- Thompson, Travis, and Grabowski, John. Behavior Modification of the Mentally Retarded, 2nd ed. New York, New York: Oxford University Press, 1972. 297 pp. (\$15.00, l.p., hard cover; \$7.95, l.p., paperback. Background and principles, illustrative programs, special applications, and implementing programs.)

Supplementary References

- Blackwell, Robert B., and Joynt, Robert R. Learning Disabilities Handbook for Teachers. Springfield, Illinois: Charles C. Thomas Publisher, 1976. 193 pp. (\$8.22, l.p. Concerns often expressed by teachers of handicapped students, disabilities listed along with definitions, descriptions of behaviors exhibited by persons with the disabilities, and remedial or modification techniques for each disability.)
- Fitzsimmons, Ellen; Davis, Kay; and Gugerty, John L. It's About Time (Various Disabilities) Came Out into the Open (Visual Impairment, Hearing Impairment, Drug Abuse, Alcohol Abuse, and Physical Disabilities--Parts I, II, and III). Madison, Wisconsin: Wisconsin Vocational Studies Center, 1977. n.p. (\$17.50, l.p. Definitions, terminology, problems, solutions, and available jobs for persons with various disabilities.)

l.p. list price
s.p. school price

Ginglend, David R., and Carlson, Bernice Wells. Ready to Work? Development of Occupational Skills, Attitudes, and Behaviors with Mentally Retarded Persons. Nashville, Tennessee: Abingdon Press, 1977. n.p. (\$6.95, 1.p. Classroom management skills, at-home training suggestions for instilling the types of attitudes, making the necessary social adjustments, and learning the basic skills needed for a fulfilling life at work.)

Improving Occupational Programs for the Handicapped. Washington, D.C.: Management Analysis Center, Inc., n.d. 227 pp. (n.p. Order from U.S. Department of Health, Education, and Welfare. Designing and setting up a program; meeting student needs; preparation for specific skill training; vocational training; supportive and social services; transition to the world of work; job placement and follow-up; and the importance of inter-agency, inter-district, and community coordination and cooperation.)

Kolstoe, Oliver P. Teaching Educable Mentally Retarded Children. New York, New York: Holt, Rinehart, and Winston, Inc., 1970. 226 pp. (\$5.85, 1.p. Objectives and organization of curriculum, methods, materials, and pre-vocational and vocational sample units.)

Neff, Herbert, and Pilch, Judith. Teaching Handicapped Children Easily--A Manual for the Average Classroom Teacher Without Specialized Training. Springfield, Illinois: Charles C. Thomas Publisher, 1976. 256 pp. (\$9.20, 1.p. Problems resulting from exceptionality, symptoms of mal-adjustment, working with parents of exceptional children, effects of failure on students including anxiety and rejection, motivating students, grading, classroom management, characteristics of an effective teacher, and handling disruptive students.)

People Working Today Series. Washington, D.C.: Changing Times Education Service, 1975. 40-44 pp. (\$1.50, 1.p., each booklet. Designed for special needs students, each booklet presents a fact-filled story of a teenager's experience in an entry-level job: Alex on the Grill; Jester the Bellhop; Janet the Hospital Helper; Bob the Super Clerk; Laura Cares for Pets; and Larry the Logger.)

Phillips, Linda, consultant. Barriers and Bridges. Sacramento, California: California Advisory Council on Vocational Education, 1977. 149 pp. Order from California State Department of General Services. (\$3.00, 1.p. Barriers that stand between handicapped individuals and their vocational success; recommendations for change; and suggested resources: information services, educational activities, guidance-related activities, preservice and inservice education, rehabilitation technology, handicapped consumer-run activities, leisure-time activities, and organizations providing services to handicapped persons.)

Reynolds, Maynard C., and Birch, Jack W. Teaching Exceptional Children in All America's Schools--A First Course for Teachers and Principals. Reston, Virginia: The Council for Exceptional Children, 1977. 782 pp. (\$15.00, 1.p. Current trends and issues in the education of handicapped students, emerging programs for special students, and planning to meet the needs of students with various handicaps.)

Teaching Aids

The Butterick Career Resource Center. New York, New York: Butterick Publishing. (\$525.00, 1.p., complete set of eight programs; \$128.00, 1.p., Careers in the Fashion Industry; \$122.00, 1.p., Entering the Working World; \$68.00, 1.p., other programs purchased individually. Filmstrips, records or cassettes, student text/workbooks, color, sound. Careers in the Fashion Industry, Entering the Working World, Careers in Child Care and Youth Guidance, Careers in Consumer Affairs, Careers in the Food Industry, Careers in Health, Careers in Housing: The Interior; and Careers in Office Services.)

Career Orientation--A Manual for Instructors. Austin, Texas: Texas Rehabilitation Commission, 1973. 191 pp. (\$6.00, 1.p. Work orientation and adjustment, problems and strengths of handicapped students, ways to resolve problems, daily living concerns of the handicapped, and methods of teaching appropriate for handicapped persons; designed for use by teachers of disabled persons.)

Education for Occupations (Special Learning). Jamaica, New York: Eye Gate Media. (\$99.60, 1.p., eight filmstrips with four cassettes or four records, color, sound. Working in service stations; supermarkets; printing industries; food services; business machines; building maintenance, manufacturing and hospitals.)

Finding a Job. New Brunswick, New Jersey: New Jersey Vocational Technical Curriculum Laboratory, Rutgers University, 1977. 56 pp. (\$1.15, 1.p. Where to look for a job, the interview, things to find out about jobs, application forms, and resumes.)

Guide to the Community, Vol. I, II, and III. Elwyn, Pennsylvania: Elwyn Institute, 1975. Vol. I, 56 pp.; Vol. II, 43 pp.; and Vol. III, 72 pp. (\$11.00, 1.p. Basic information on skills needed for daily living. Volume I, "Earning and Spending Your Money": employment, receiving a paycheck, banking, and budgeting; Volume 2, "Tax and Insurance Facts": income tax, life insurance, health insurance, and social security; Volume 3, "Coping with Problems of Daily Living": driving a car, finding a place to live, furnishing your home, legal emergencies, medical emergencies, and community services. Designed to be used as bases for discussions and experiences, not as self-instructional guides.)

Hudson, Margaret W., and Weaver, Ann A. I Want a Job. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1964. 36 pp. (\$1.50, 1.p. Getting a job, getting a social security card, finding out about jobs, applying for a job, having an interview, getting a work permit, and keeping a job. Easy reading.)

Hudson, Margaret W., and Weaver, Ann A. On the Job. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1965. 34 pp. (\$1.50, 1.p. Being a successful worker, getting ready to go to work, eating properly, dressing for work, being reliable, understanding your job, doing your job correctly, and keeping safe at work. Easy reading.)

I Can--Ideas for Teachers. Augusta, Maine: State Department of Education and Cultural Services, n.d. 77 pp. (Free. Helping disadvantaged students build confidence while preparing for today's work world: writing a resume; social security; application, banking, and medical claim forms; self-confidence, interviewing, and personal appearance; time card; money management; basic occupational mathematics; consumer education; and communication.)

Jew, Wing, and Tong, Robert. Janus Job Interview Kit. Washington, D.C.: Changing Times Education Service, 1976. (\$23.95, 1.p. One resource kit, 30 interview cards, one job ticket book, three forms on spirit duplicating masters, teacher's guide. Simulated entry-level job interview for students who will enter the job market with a twelfth grade education or less, especially special-needs students. Interview cards include: oil field worker, cannery worker, clerk-typist, duplicating machine operator, paste-up assistant, paving construction worker, painter, carpenter, day-care center worker, restaurant bus boy or girl, short-order cook, grounds keeper, forestry worker, potter's apprentice, hospital attendant, hotel bellhop, ticket taker, electronics assembler, automobile assembler, machine operator, fish wholesaler's assistant, supermarket clerk, route person, warehouse-person, laundry worker, dog groomer, building custodian, parking enforcement officer, service station attendant, and airplane cleaner.)

Jew, Wing, and Tong, Robert. Janus Job Planner. Washington, D.C.: Changing Times Education Service, 1976. (\$2.85, 1.p. Helping students with limited academic ability choose suitable kinds of work, set goals, make plans for achieving goals, establish work preferences and realistic pay expectations. Easy reading.)

The Job Box: Pacemaker Vocational Resource Modules. Belmont, California: Fearon-Pitman Publishers, Inc. (\$52.50, s.p., 70 eight-page booklets in a box. Teacher's guide. Designed for special needs students; easy to read. Information about working conditions, salary ranges, possibilities for advancement, etc. for jobs ranging from file clerk to fry cook to cattle ranch hand.)

Kahn, Charles; Tong, Robert; and Jew, Wing. Mastering Job Application Forms, 2nd ed. Washington, D.C.: Changing Times Education Service, 1976. (\$1.95, 1.p. Job application forms, personal data card, teacher's manual. Teaching slow learners and special-needs students to complete job application forms.)

Rath, Patricia M.; Muson, Ralph E.; and Phipps, Lloyd J. Applying for a Job. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1968. n.p. (\$3.88, 1.p. Self-study guide for students applying for a job.)

Teacher's Guide for a Model Program on Introduction to Vocations for the Educable Mentally Retarded. New Brunswick, New Jersey: New Jersey Vocational-Technical Curriculum Laboratory, 1975. 59 pp. (\$1.90, 1.p. General program plans and objectives; the student as an individual and a member of society; economic aspects of living; exploratory units on occupations and the world of business; employment information; related books, films, and filmstrips; and sample student information forms.)

The Vermont Guide for Teaching Adolescents with Special Needs. Burlington, Vermont: Department of Vocational Education and Technology, University of Vermont, 1975. 375 pp. (n.p. Keys to successful living, care of home, care of self, and vocational skills needed for various jobs. Each section outlines major tasks or steps, suggests motivational techniques, and lists references and related materials.)

The Working World. Columbus, Ohio: National Center on Educational Media and Materials for the Handicapped, 1976. 142 pp. (n.p. Teacher's guide accompanied by transparency masters, focuses on skills and knowledge necessary to get and keep jobs.)

Journals

American Journal of Mental Deficiency. Published by the American Association on Mental Deficiency, Publication Sales Office, 49 Sheridan Avenue, Albany, NY 12210.

The American Vocational Journal. Published by the American Vocational Association, Inc., 1510 "H" Street, Northwest, Washington, D.C. 20005.

Education and Training of the Mentally Retarded. Published by the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

Exceptional Children. Published by the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

Mental Retardation. Published by the American Association on Mental Deficiency, Publication Sales Office, 49 Sheridan Avenue, Albany, NY 12210.

The Personnel and Guidance Journal. Published by the American Personnel and Guidance Association, 1607 New Hampshire Avenue, Northwest, Washington, D.C. 20009.

Teaching Exceptional Children. Published by the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

PUBLISHER'S LIST

Abingdon Press
201 Eighth Avenue South
Nashville, TN 37202

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210

Butterick Publishing
P.O. Box 1945
Altoona, PA 16603

California Advisory Council on
Vocational Education
708 Tenth Street
Sacramento, CA 95184

Changing Times Education Service
1729 H. Street, Northwest
Washington, D.C. 20006

Council for Exceptional Children
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1920 Association Drive
Reston, VA 22091

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Curriculum Materials Service
Colorado State University
Fort Collins, CO 80523

Department of Vocational Education
and Technology
Vocational Special Needs
University of Vermont
Burlington, VT 05401

Elwyn Institute
Elwyn, PA 19063

Eye Gate Media
146-01 Archer Avenue
Jamaica, NY 11435

Fearon-Pitman Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

Holt, Rinehart, and Winston, Inc.,
383 Madison Avenue
New York, NY 10017

The Interstate Printers and
Publishers, Inc.
19-27 North Jackson
Danville, IL 61832

NCEMMH/National Center on Educational
Media and Materials for the Handicapped
Publication Sales Division
Ohio State University Press
2070 Neil Avenue
Columbus, OH 43210

New Jersey Vocational-Technical
Curriculum Laboratory
Rutgers University
4103 Kilmer Campus
New Brunswick, NJ 08903

Oxford University Press, Inc.
200 Madison Avenue
New York, NY 10016

Richards, Frank E., Publishing Co., Inc.
P.O. Box 66
Phoenix, NY 13135

State Department of Education and
Cultural Services
Augusta, ME 14330

Texas Rehabilitation Commission
7745 Chevy Chase Drive
Austin, TX 78752

Thomas, Charles C., Publisher
301-327 East Lawrence Avenue
Springfield, IL 62703

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Washington, D.C. 20202

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University of Wisconsin-Madison
321 Education Building, Box 49
Madison, WI 53706

INFORMATION SERVICES

Agencies and Associations

CEC (Council for Exceptional
Children) Information Center
on Exceptional Children
1920 Association Drive
Reston, VA 22091

Elwyn Institute
Elwyn, PA 19063

National Association for Retarded
Citizens, Inc. (NARC)
2709 Avenue E, East
Arlington, TX 76010

Materials Development Center
Stout Vocational Rehabilitation
Institute
University of Wisconsin-Stout
Menomonie, WI 54751

National Association of Vocational-
Special Needs Personnel (NAVSNP)
54 Langer Circle
West St. Paul, MN 55118

Texas Tech University
Research and Training Center in
Mental Retardation
P.O. Box 4510
Lubbock, Texas 79409
(There are 18 other Research and
Training Centers in the United
States. Addresses for these may
be obtained from the Texas Tech
University Research and Training
Center.)

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

The President's Committee on Mental
Retardation
Washington, D.C. 20201

U.S. Department of Health, Education,
and Welfare
Bureau of Education for the Handicapped
U.S. Office of Education
Washington, D.C. 20202

Vocational Research Institute
(A Division of Jewish Employment
and Vocational Services)
1624 Locust Street
Philadelphia, PA 19103

INFORMATION SERVICES

Teaching Aid Sources

Arco Publishing Company, 219 Park Avenue South, New York, New York 10003.
(Vocational skills materials and comprehensive career information.)

Association Films, Inc., 8615 Directors Row, Dallas, Texas 75247. (Regional film center with educational films related to vocational program areas. Many films are available on free loan; user pays return postage only.)

CEPCO: Continuing Education Publication Company, P.O. Box 2590, Station A, Champaign, Illinois 61820. (Educational materials for mainstreaming and for students with learning disabilities and physical handicaps; several Spanish bilingual editions available; subject areas include: cooking, shapes and colors, cleaning homes and businesses, and maintenance simulations.)

Curriculum Centers in Texas:

Instructional Materials Center
The University of Texas at Austin
Main Building 2400
Austin, Texas 78712
--Distributive Education
--Industrial Education

Vocational Instructional Services
F.E. Box 182
College Station, TX 77843
--Agriculture Education
--Industrial Education

Occupational Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, TX 75428
--CVAE
--Health Occupations
--VOE

Home Economics Instructional Materials Center
Texas Tech University
P.O. Box 4067
Lubbock, TX 79409
--Home Economics Education

(Direct inquiries to the center representing your area. Lists of publications are available upon request.)

Eye Gate Media, 146-01 Archer Avenue, Jamaica, New York 11435. (Multimedia instructional programs for the mentally retarded, the physically handicapped, and students with learning disabilities.)

Fearon-Pitman Publishers, Inc., 6 Davis Drive, Belmont, California 94002. (Instructional materials designed for the special need student: job opportunities; typing; developing skills for contemporary living; telling time; developing desirable attitudes and habits; planning meals, reading recipes, measuring ingredients, using a stove, kitchen health and safety; making change, payroll deductions, banking and budgeting money.)

Interpretive Education, 2306 Winters Drive, Kalamazoo, Michigan 49001. (Multi-media programs for secondary special education and learning disabilities: money handling; shop safety; using the telephone book; consumer education; finding a job series; career education; office work--using the telephone, taking messages, getting along, business manners, filing, and self-care.)

Local Southwestern Bell Business Office. (Educational aids on correct business telephone techniques; and services for persons with hearing, sight, speech, or motion impairments.)

Merrill, Charles E., Publishing Co., 1300 Alum Creek, Box 508, Columbus, Ohio 43216. (Textbooks and other materials on teaching handicapped students.)

McKnight, Publishing Company, Box 2854, Dept. 77, Bloomington, Illinois 61701. (Basal materials, cassettes, filmstrips and professional guides for succeeding in the world of work; career information introduction to health, business and office, hospitality and recreation, communications, manufacturing, construction, child care, textiles, and food service careers.)

National Education Media, Inc., 15760 Ventura Boulevard, Encino, California 91436. (Motion picture programs and associated study materials for vocational education programs applicable to grade levels from junior high school to college and adult education. Programs include food service; home economics; hotel-motel occupations; distributive education--general business, customer relations, sales, cashiering, communications; and professional management--supervisory training, management development and salesmanship.)

NCEMMH--National Center on Education Media and Materials for the Handicapped, Publication Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210. (Materials and media designed for use with handicapped students.)

New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, New Jersey 08903. (Curriculum materials for students with learning problems caused by mental retardation, emotional or social problems, physical or perceptual handicaps. Subject areas include elementary welding, basic electricity, auto body repair, drapery making, power sewing, office occupations, hospitality, home nursing, child care, dishwashing, building custodian, building maintenance, dry cleaning and pressing, typing, and employment orientation.)

Richards, Frank E., Publishing Co., 330 First Street, Box 370, Liverpool, New York 13088. (High interest, low reading level, education materials for special classes, learning disabilities, educable retardates, emotionally handicapped, work study programs, vocational adult basic education, slow readers, disadvantaged, deaf and hard of hearing and the culturally deprived. Subject areas might include job orientation, obtaining employment, job etiquette, wood shop, metrics, and service occupations.)

Steck-Vaughn Company, 807 Brazos, P.O. Box 2028, Austin, Texas 78768. (Instructional materials for students with special learning problems; subject areas include basic skills, physical and mental hygiene, basic metalworking, information on industries, work values and personal attitude.)

3M Company, Visual Products Division, 3M Center, St. Paul, Minnesota 55101. (Transparencies for major curriculum areas, including vocational--lathe work, hand tools and machines in the wood shop, mechanical drawing, basic wiring, acetylene welding, arc welding, metalworking, house framing, roof framing, exterior trim, introduction to distributive education and marketing; career education--forms and terms, current trends, job orientation; and home economics--nutrition, ways with foods, basic tailoring, housing, interior decorating, safety for children, and consumerism.)